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ABSTRACT

The inservice participant's booklet presents information for regular class teachers on ways to manage atypical behaviors in the mainstreamed elementary class. Sections address the following topics (sample subtopics in parentheses): identification (atypical behavioral patterns and learning styles); causes of atypical behavior; academic intervention (modification of materials and presentation); classroom management techniques (token systems, ignoring); and charting and contracting (parent involvement, classroom techinques). A list of over 200 professional references is provided. (CL)

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ED213167

Manchester Community College Inservice Training Project

Year III 1980-1981

PROJECT: LEAST RESTRICTIVE ENVIRONMENT
MCC INSERVICE TRAINING FOR REGULAR CLASSROOM TEACHERS

"Managing Atypical Behavior At The Elementary Level"

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PARTICIPANT'S BOOKLET

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I. Overview

This in-service program will present behavioral management strategies for use with elementary students who exhibit atypical behaviors in a regular classroom situation. The workshop is comprised of four parts. The first part deals with the identification of the atypical child both in behavior and learning styles. Part two deals with the possible causes that affect such behavior. Part three examines academic interventions, and part four suggests specific classroom management techniques designed to aid the regular class teacher in working with the atypical child.

In the following material, the pronouns used are "she" to represent teacher and "he" to represent student. These terms are used to simplify and develop consistancy of the materials.

II. Objectives

Workshops participants will:

1. Identify atypical classroom behaviors;
2. Identify specific atypical learning styles;
3. Recognize causes of atypical behaviors;
4. Become familiar with methods of modifying the presentation of academic materials;
5. Acquire a variety of specfic strategies to individualize academics in specific skill areas;
6. Gain suggestions to develop specific classroom management strategies;
7. Chart behaviors before, during and after intervention strategies;
8. Develop contracts to be used to modify behavior;
9. Become familiar with methods of motivating positive class behavior.

PART I

Managing Atypical Behavior
at the Elementary Level

T or F

PRE/POSTTEST

____1. Perseveration is an example of atypical behavior.

____2. Problems at home can affect a child's ability to learn.

____3. An auditory learner should be taught to read with a sight approach.

____4. One means of extinguishing inappropriate behavior is to attend to the behavior itself.

____5. Charting is an effective method to determine the amount of time a child is on task.

____6. Carbon copy notes are a good method whereby a child with kinesthetic problems can gather classroom information.

____7. An effective contract is written only by the teacher.

____8. Time adjustments should not be made for atypical children in the regular classroom.

____9. Games should not be used in the teaching process.

___10. Behavior modification techniques can facilitate learning in the classroom.

Managing Atypical Behavior
At The Elementary Level

T or F

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F 9. Games should not be used in the teaching process.

T 10. Behavior modification techniques can facilitate learning in the classroom.

IV. Identification

In most cases, the atypical child cannot be neatly categorized. However, a teacher can identify and observe behaviors. There are many ways in which a regular classroom teacher can identify behaviors. Most researchers believe the classroom teacher is qualified to handle initial screening procedures and observe behaviors accurately. When screening behavior, important criteria to remember are the type of behavior, the intensity of the behavior, and the duration of the behavior.

A. Atypical Behavioral Patterns

In a description of behavioral types and patterns the State Department of Education (Appendix A) listed:

Hyperactivity - an accent being on constant motion with much of the movement being involuntary;

Distractibility - the child showing a shorter attention span with poor powers of concentration-school work is rarely finished;

Impulsivity - the child needs immediate gratification of his needs, he cannot plan and acts on the spur of the moment;

Unpredictability - a child has sudden mood swings, he has good days and bad days for no apparent reason. He has difficulty remembering what he learns from one day to the next, and performance fluctuates considerably;

Explosiveness - a child shows strong reactive behavior. Over insignificant incidences, he may have a rage reaction and lose control;

Lethargy - a child appears listless, inert, and slow moving. He appears apathetic and dull;

Dependency - a child seeks help, physical contact and constant recognition;

Impulsive Control - a child delays action for plans or goals;

Emotional Disturbance - acting-out behavior that is pathological, destorted thinking, and difficulty in establishing interpersonal relations.

Further classification of behaviors included: (Appendix B).

Catastrophic Reaction - a child exhibits a sudden collapse of control for no apparent reason;

Perseveration - the child cannot shift in his behavior even when it is inappropriate and irrelevant;

Dissociation - the child loses meaning of all stimulus confusing figure and ground relationships.

Effectively used by the classroom teachers, behavioral rating scales will list very specific behaviors and also allow for information as to the intensity and the duration of behaviors. School social workers and psychologists have these available for classroom use. (Appendix C&D).

There is a definite correlation between learning difficulties and behavior problems, therefore, it is helpful in the classroom to be able to screen and to be aware of different learning styles.

Many checklists on behaviors in the areas of Language, Orientation, Motor Coordination, Auditory Comprehension, Visual Perception, and Physical Behaviors will help identify problem areas. (Appendix E) Such checklists increase awareness of a child's learning style.

B. Atypical Learning Styles

When conducting an evaluation for academic problems, the modality the child uses most effectively in learning, becomes apparent. The child may be a visual learner or an auditory learner. Therefore, it can be decided if a phonetic approach or a sight approach should be used to teach the child to read. This type of information can help the teacher-child relationship in the academic setting. If a child is successful in learning, many inappropriate classroom behaviors do not occur.

Some very basic observations without using a more formal type of checklist for screening behaviors is possible with common sense as a guide.

Classroom teachers are perceptive. Academic types referred to by classroom teachers as atypical would include:

1. a non-listener,
2. an irresponsible child;
3. a child with low grades;
4. a child who is often absent;
5. a non-reader, a child with poor motor control;
6. a child who cannot focus or pay attention;
7. a child who cannot complete or do assignments.

Behavioral types referred to by classroom teachers would include:

1. an implusive child;
2. a child who physically and verbally abuses other children or adults,
3. a child who has temper tantrums;
4. a child with few manners;
5. a child with problem ownership;
6. a child with few friends and poor interpersonal relationships;

Children are seen in the classroom who require very little sleep; have extreme difficulty in sitting still; are always into things - touching and experimenting; are distracted auditorally; are easily overstimulated; blurt out answers, interrupting the speaker; finish assignments hurriedly, affecting the quality and accuracy of the work; are hyperactive and easily upset because of a low frustration tolerance; are irritable for no apparent reason; and exhibit temper tantrums.

The Connecticut State Regulation defines the atypical child by his/her behaviors. (See Appendix D). The regulations state that the child is one who:

1. Cannot build or maintain satisfactory interpersonal relationships with peers and teachers.

2. Exhibits inappropriate behaviors or feelings in learning styles or behavioral patterns.

3. Exhibits a general pervasive mood of unhappiness.

4. Develops physical symptoms or fears associated with school or school problems.

Most importantly, when all the identified academic and behavioral disturbances are seen as a learning problem, as well as a problem in socialization, the school is clearly the focal point for wide spread remedial effort. The school is one of the most important and oldest socializing systems in the child's environment.

V. Causes of Atypical Behaviors

The atypical child behaves the way he does for many reasons.

The child may be reacting to physical limitations due to prenatal problems, which can often be traced to infections or chromosome irregularities.

The child may be developmentally behind his peers. Problems in specific brain development, such as hyperactive behaviors can be attributed to a [illegible] in the development of a specific part of the brain.

The child may have inherited a behavioral trait. Sex-linked factors are proven by the preponderance of hyperactivity among boys. Problem boys out number problem girls fifteen to one.

The behavior of the child could reflect a home situation in which the atmosphere is either too permissive or chaotic. As a consequence, the child is never taught to listen, to stick to a task until it is completed, or develops a sense of self-control.

The behavior of the child could reflect a school environment where:

1) *the interpersonal communication skills destroy self-esteem;*
2) *the level of classroom expectation is not in line with the child's level of readiness(socially,emotionally,or academically.)*
3) *the program does not provide for expression of the child's interest and aptitudes.*
4) the administration is inconsistent in dealing with the child.

Combinations of these causes can occur whether they are inherited, home related. They affect the child's behavior, making him or her unalbe to function academically or react in the same manner as do classroom peers.

VI. Academic Intervention

The origin of behavior problems social problems and learning problems is often due to students reacting to academic pressure. When academics are too difficult and/or there are no accomodations made to help students learn in alternate ways, the child will often respond by becoming a behavior problem. Psychiatrists and psychologists report that learning problems more often precede emotional problems. Due to these findings, many child guidance clinics and schools for emotionally disturbed pupils employ teachers who are specialists in remedial education.

The findings are that the most common need of disturbed pupils is corrective instruction in reading skills. Very often, it is found that emotional tension, anxiety, and aggressive behavior decrease, and sometimes diminish, when school achievement is brought closer to par through remedial instruction.

A. Modification of Presentation

Today, teachers are asked to work with the "atypical" child. This list is by no means an exclusive one. Teachers are encouraged to try out anyone, or a combination of these suggestions, or any additional ideas this list may generate. Hopefully, most of the ideas are not extremely time-consuming and many are very simple. It is amazing to observe how the use of such suggestions can make school easier and more enjoyable for both the teacher and the child.

1. Adjust work time for the atypical child by:
    a. providing a longer time to complete assignments;
    b. set-up a specific schedule at the beginning of the day, so that the student knows what to expect;
    c. keep work periods short;
    d. intersphere reading and writing assignments with other types of activities, keeping them to short periods of time. (You could perhaps ask a child to deliver a message for you when he has been working hard at his seat and needs an opportunity to stretch.)
    e. alternate quiet and active activities.

2. *Adjust space or learning environment of the atypical child by:*
    a. *letting him choose the area of the room where he can concentrate best,(i.e. corner of the room, by teacher's desk, etc.);*
    b. *placing him close to the teacher when immediate help is needed;*
    c. *placing him next to a student who can help when necessary;*
    d. *separating him from students who are most likely to distract him;*
    e. *making sure the student's desk is free from all material except those on which he is working;*
    f. *taking up the student's work as soon as it is completed. If this is not possible, have a certain place completed assignments. (This gives the student a feeling of accomplishment, and an opportunity to get up and stretch.)*

3. *Adjust the type, difficulty amount or sequence of material required for the atypical child by:*
    a. *establishing a few realistic academic goals for the child. Do not expect too much of him; this will only increase his frustration, often making him give up before even begining;*
    b. *developing with the student ways to reach his goals. A child works best when he knows what his goals are and how he will achieve them;*
    c. *giving him a lesser amount of work than the rest of the class. Keeping the number of practice items on any skill to a minimum;*
    d. *giving specific questions to guide reading. (the student is more successful if he knows what to read for);*
    e. *giving only a few questions at a time during testing;*
    f. *changing activities before the student's attention is gone;*
    g. *giving students several alternatives in both obtaining and reporting information (Appendix G);*
    h. *having frequent and short one-to-one conferences with students, helping them to restate those thing for which they are responsible, and assessing their progress toward the completion of work. This is especially important with any long term assignment.*

4. *Adjust grouping for the atypical child by:*
    a. *individual instruction-whenever possible spend five to ten minutes with the atypical child before the introduction of a new lesson to the class. This will give him the advantage of hearing the introduction two times. Remember these students need much repetition.*
    b. *small group instruction*
        1. *group according to instructional level;*
        2. *group according to skill development(i.e. capitalization, parts of speech, etc);*
        3. *include an atypical child in a group of three or four students. The students in the group can help the one student having difficulties;*

c. peer tutor - a peer helper can assist the atypical child by:

1. *making certain he understands directions;*
2. *reading important directions and essential material to him;*
3. *drilling him orally on information(i.e. multiplication tables, state capitals, etc);*
4. *working with him on a joint assignment.*

Give students the opportunity to visit each other's groups whenever possible. This reduces stigma and gives students the chance to observe the work of their classmates.

5. *Adjust the presentation of material by assessing the most adequate mode of learning for the atypical child. Some of us learn better by seeing, some by* listening, and some by a combination of approaches. Find out how your atypical child learns best.
   - *a. if the student is primarily an auditory learner, adjust the mode of presentation for him by:*
     1. *giving verbal as well as written directions in assignments;*
     2. *taping important material for students to listen to as they read a passage;*
     3. *putting assignment directions on tape so that students can replay them when needed;*
     4. *giving students oral rather than written tests, or reading the test to the class to compensate for students who may know the answers but have difficulty reading the test;*
     5. *having students drill aloud to themselves or another student;*
     6. *dictating information into a recorder;*
     7. *having the student repeat words aloud or silently while writing them down on paper to keep from leaving out words or phrases;*
     8. *having the student close his eyes and try to hear words or information, repeating them to himself in order to block out distractions.*
   - *b. if the student is primarily a visual learner, adjust the mode of presentation for him by:*
     1. *having student use flash cards printed in bold bright colors;*
     2. *having student close his eyes and try to visualize words or information in his head, see things in his mind;*
     3. *providing visual clues on the chalkboard for all verbal directions;*
     4. *having the student write notes and memos to himself concerning important words, concepts and ideas.*

B. Modification of Materials

The material given below will concern itself with some suggestions for activities in the specific skill areas of written expression, spelling and math.

Individualizing To Teach Written Expression in the Classroom

1. Procedures For Assessment - it is important to determine which specific skills the students have not mastered. Attached are two checksheets which list specific skills for written expression. (Appendix H & I) They can be used two or three times a year to assess the appropriate level at which a child is working.

2. Grouping Children -
   a. Administer the above assessments to determine entry level.
   b. Group according to students' levels in the following skill areas: parts of speech, verb tense, capitalization, punctuation and connected writing.
   c. Groups may change depending on skills being taught.

Learning Activities to Meet Individual Needs

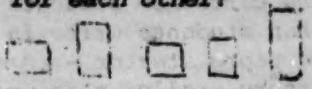
1. Large Group Activities-individualization in these large group activities comes into play by varying questioning techniques, as well as the acceptance of varied levels of sentence structure.
   a. Sentence expansion-teacher directed questioning helps students develop more complex sentence patterns.
   b. Following directions - by writing directions for a common task, students learn to write sentences with specific detail.
   c. Recipe approach - sequencing activities are developed.
   d. Sequence picture- As a class write sentences about a sequence of pictures. For individual assignments have students write sentences expecting a different level of sentence structure based upon student's abilities;
   e. Captionless cartoons- students suggest captions while teacher writes; then students write in their own captions;
   f. Structured story starter - teacher reads a story starter; students complete story orally; then write it.

2. Assigned individual activities -the same passage can be given to a class; individuals or small groups can be asked to do the following activities depending on ability level:
   a. correct the capitalization;
   b. correct the punctuation;
   c. correct capitalization and punctuation;
   d. change the time frame(i.e. present past);
   e. answer written questions about the passage.

3. Directed small group instruction:
   a. Teach new skills to small groups versus a large class;
   b. Practice the skills taught with game activities;
   c. Meet individually with students to discuss specific problems.

Ideas/Procedures For Individualizing Spelling

1. *Steps in Developing a Spelling Program:*
   - a. *Select the type of program-phonetic, sight word or a combination of both.*
   - b. *Select a Level*
     1. *phonetic - use a phonetic skill sequence.*
     2. *sightword- pre-test; if the score is approximately 50% → the level is appropriate. Less than 50%→test at a lower level close to 100%→test at a higher level or require student to learn derivatives of words.*
   - c. *Pre-test weekly- students know upon which words to concentrate; use self-correcting as a learning technique.*
   - d. *Practice words during the week- suggested activities are to follow. (p.).*
   - e. *Post-test weekly-two chances to earn 100%.(Thursday and Friday)*
   - f. *Keep track of misspelled words.*
   - g. *Individualized by:*
     1. *some students spell words;*
     2. *some spell derivatives of words (i.e. like to liking)*
     3. *some write dictated sentences that contain list words.*

2. *Ways to Practice Spelling*
   - a. *Individual seatwork activities;*
     1. *words in sentences*
     2. *fun worksheets*
     3. *alphabetical order*
     4. *unscrambling list words*
     5. *writing in different mediums-sand, jello, salt.*
   - b. *Small group activities-many of these activities can be used for switch activities. Have students work in pairs and makeup the following activities for each other:*
     1. *Configurations:*  *=child*
     2. *Code Words: 1 2 3 4 5 6 7 8 9 10 11 12 13*
        A B C D E F G H I J K L M

        ________ ________ ________ ________ ________ *=child*
        3 8 9 12 4
     3. *Unscrambles ldcih=child*
     4. *Word search =*

        c a t i d
        c h i l d
        b g p z x
     5. *Word cards to use with any basic game board.*
     6. *Tic-Tac-Toe-for three players using the same word cards; two players use different colored pens on tic-tac-toe board; third player gives a word to the first player; he writes it in the space he wants; if he is correct he wins the space. This continues until one person gets tic-tac-toe.*

7. Alphabet cereal-have students work in small groups to spell their list words using the cereal.

c. Large group activities:

1. Around the World-students sit in a circle; teacher asks the child to spell a word; if he is correct the "students" get a point; if incorrect, the "teacher" gets the point.
2. Run and Write two teams(students are paired according to word lists); the teacher says the word and players run to the board to write the word. The first player to spell the word correctly gets a point for his team).

Activities/Procedures For Learning Math Facts

1. Assess each student's level of performance; Students progress through time tests given on a weekly basis. The following criteria should be met with 95% accuracy before a student advances to the next level.

Grades 2-3

Addition sums----→10(50 facts/3 minutes)
Subtraction ----→10(50 facts/3 minutes)
Addition ----------18(100 facts/5 minutes)
Subtraction -----→18(100 facts/5 minutes)
Multiplication --→(if possible, 100 facts/5 minutes)
Division (if possible, 100 facts/5 minutes)

Grades 3 and above

Addition --------------------→18 (100 facts/5 minutes)
Subtraction -----------------→18 (100 facts/5 minutes)
Multiplication --------------→ (100 facts/5 minutes)
Division --------------------→ (100 facts/5 minutes)
Addition/Subtraction --------→ (100 facts/5 minutes)
Multiplication/Division -----→ (100 facts/5 minutes)

2. Individual progress graph-child graphs number of correct facts.

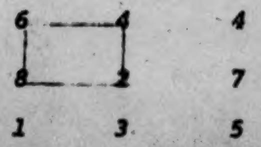
3. Maintain a class record. (Examples of "2&3" are in Appendix J)

Activities for Practicing Facts:

1. Flash cards-can be used with basic gameboards.
2. Maze- child circles two numbers that make a specified sum or product.

2 7 6 3
4 8 2 1   Find 2 numbers
8 4 3 2   that equal 9
6 9 0 8

3. Make a box-child must give sum or product of two numbers to connect them. The student who finishes the box wins it and can write his initials in the box. Whoever has the most boxes is the winner



4. Flip it-Using playing cards, a child flips two cards over. If he can name the sum or product of the cards he keeps the pair. The student with the most pairs is the winner.

5. "Buzz"- Students sit on their desks, start counting from 1 as they are pointed to by the teacher. A student has to say "buzz" if his number is a multiple of 5 or has a 5 in it. When he misses, he sits in his seat. The last child to remain on his desk is the winner. This game can be adapted to be used with other numbers.

6. "Travel"-Each child has a number card. The students form a circle and one child goes around adding his number to the number each child holds. If the child makes an error, he sits down and another child starts to "travel" around the circle.

Whenever appropriate, the use of games is encouraged to reinforce the skills taught. They are much less tedious and more fun than drills or written assignments. Students are learning while they are playing! Also games encourage competition and mild competition can spur, learning; high competition however, destroys self-esteem.

Teachers are encouraged to employ some of the various techniques and activities that have been mentioned. Hopefully, by making some accomodations in the classroom, school will become less a frustrating and more successful place for those students who are experiencing academic difficulties.

VII. Classroom Management Techniques

THE GROUP MEETING

The Group Meeting is one of several tools which can be used to both effect positive behaviors and to prevent the occurence of problem behaviors. As the first activity of the school day, it gives the children a chance to talk about those things on their minds which would prevent them from paying attention during subsequent lessons. It is also a convenient time for the teacher to make any necessary announcements, and learn information about the students, such as their learning modalities. The meeting, although highly structured, has an informal feeling, is an enjoyable time for teacher and students, and may be used to establish an atmosphere of acceptance and a feeling of rapport.

Keep a notebook for the children's daily goals. The first part of the Group Meeting is setting the goals for the day. Each student says what he would like to accomplish that day. Typical goals could be encouraged, such as: "I will finish all my work;" "I will use appropriate behavior;" I will get one 100% paper;" etc. After setting goals, the teacher reads the goals from the day before and asks each child if he reached his goal. The teacher makes a check in the margin when the goal was accomplished, and praises the child. No punnishment is administered to those who did not make their goals.

Care should be taken to choose an appropriate goal. It should be neither too easy nor too hard. When a child cannot think of a goal, or obstinately refuses to make one, the teacher can ask the others at the group to give suggestions. Usually the classmates suggest goals that are right on target. Soon the refuser tires of hearing the others tell him all the areas he should be working on, and he will finally choose one to be recorded.

The second part of the meeting, is Discussion. The discussion can serve a myriad of functions. It allows the children to talk about what they are thinking about. It is imperative that during the entire meeting, and during the discussion in particular, that the students and teacher are following the rules of the classroom. Inappropriate behavior whether physical or verbal has its predetermined consequence, and praiseworthy behavior gets its praise. (For a list of suggested topics for Discussion, see Appendix K).

This discussion period is an ideal time to set the class rules. Teacher can explain to the class that they are more likely to follow their own list of rules than any the teacher dictates. Naturally, there will be rules they may not foresee as necessary, and in these cases the teacher can invent hypothetical situations which will spur the children on to make appropriate and complete rules. It is important for success that the children feel that they wrote all the rules themselves.

Both goals and rules should be phrased in a positive manner rather then negative. For example, as a goal instead of saying, "I will not lose my temper,"have the children say, "I will control my reactions," and similarly for a class rule, "No passing notes," could be better stated as, "Deliver all messages in an appropriate way, at the appropriate time." "Use appropriate language," is more positive than "No swearing." The purpose of phrasing things in a positive way cannot be over emphacized, since the child who exhibits atypical behavior is usually quite adept at stating what he will not do, but finds it difficult to tell what he will do. The purpose is to have the child commit himself to a specific goal and take responsibility for his own behavior.

After Discussion is the Gripe section of the meeting. Before anyone states his gripe, the teacher reminds the class of the ground rules for gripes.

There are two rules:

1. No comments are allowed on gripes, and
2. When the gripe is about a specific individual or his behavior, no names may be mentioned. For example, "I hate it when people call me names," rather than "Johnny called me a name."

The last part of the meeting, "Positive Comments," is often the most difficult for the children. The rules are:

1. Say the person's name,
2. Maintain eye contact throughout the comment, and
3. Comments must be about the person, his behavior, his work or progress, etc., and not about his appearance.

Each may give a positive comment to the person on his right, across the table, or whatever the teacher directs, but each must make one comment and each must receive one comment. When a child refuses to make a positive comment, the teacher may ask all the others in the group to make a positive comment to the child who would have received it.

TEACHER BEHAVIOR

What the atypical child will do or say will be, to a large extent, the result of what the teacher does or say. The atypical child needs structure, clear and precise expectations, and consistency from his teacher.

Vocabulary

From the outset, all students in the class must understand the concept of "appropriate" and "inappropriate." These words must be used by the teacher so often that they become household terms. "Consequences" is an equally important part of the vocabulary, in order to insure success to the fullest possible extent.

Teacher Attention

Teacher attention is the all-powerful tool. Teacher attention to positive behavior is the strongest weapon available for affecting desirable changes in students' behaviors.

Consistency is crucial. It doesn't pay for children to call out the teacher's name if she never turns around when she hears it. Conversely, when she commits herself to call on that child whenever she sees his hand up, eventually he will learn to raise his hand when he wants her attention.

When praising positive behavior, care must be taken to be as specific as possible. Comments such as "I like the way you raised your hand and were patient," or "I like the way you are keeping your feet flat on the floor," are very effective as a means of having the desired behavior increase. It is also helpful to periodically use words which are popular among the student population, such as "Peter, I like the way you got your act together."

Planned Ignoring

Attention to positive behavior must be coupled with planned ignoring of inappropriate behavior. The child must learn to obtain the teacher's attention, he must exhibit the behaviors that the teacher likes. When working on extingusihing inappropriate behavior the teacher should remember that she is working against years of experience through which the child has learned that a specific result is achieved by a specific behavior. Therefore, consistency and perseverance is crucial.

By forcing herself to ignore inappropriate behavior, the teacher is training herself to pay attention to those things which are positives and less attention to negatives. The result is that the teacher feels better, more satisfied, and less frazzled, can be more relaxed, and have more fun.

The students can, through the teacher's consistent attention to positives, learn how to obtain the teacher's attention. They can then reap the benefits of the teacher's good side by doing the things she likes. In short, both students and teacher derive more enjoyment out of each other and themselves, thereby making school a more enjoyable place.

When using planned ignoring, the teacher should be aware that initially the behavior will actually increase, instead of decrease. This has been proven by research. The reasons are understandable. Tommy has always gotten the attention he was looking for by calling the teacher's name. When suddenly the teacher doesn't answer when he calls her, Tommy will call louder, and more frequently, assuming that the teacher didn't hear him. Then, when Tommy realizes that he is being ignored, (which doesn't take long) he increases the frequency of calling out, likely thinking that he will create a situation in which the teacher cannot possibly ignore him. In addition, the atypical child commonly tests the teacher again and again, to see just how far he can go. He has usually learned at some point in his experience, that all he has to do is be totally obnoxious to get what he is after.

Perseverance is the answer. When planned ignoring is continued and is coupled with attention to positives, the child will learn that there are more effective ways to get what he wants.

IDENTIFY THE SPECIFIC BEHAVIOR

The first step in changing behavior is to identify the specific behavior you want to change. Whether it is out of seat, calling out, joking during lessons, fighting, swearing, bickering with peers, or not completing assignments, the teacher must be as specific as possible. Behavior can be changed, but first you need a host of information such as:

1. The specific behavior.
2. What happens just before it.
3. What is going on in the room during the behavior.
4. What happens just after it.
5. When it happens/when it doesn't happen
6. Who is present when it happens/ who is not present
7. In which setting does this behavior happen

Look over the information you have gathered about the behavior to see if there are any patterns. Commonly there is a pattern involved which can be deliberately broken with careful attention to detail and planning on the teacher's part. Behavior problems can be approached like a jigsaw puzzle, an outlook which can help maintain the teacher's sanity.

TOKEN SYSTEMS

Token systems or other rewards are especially effective as a back-up, as well as an embellishment to teacher attention to positive behavior.

The Concept of Earning

It is often astounding to see how hard a poorly motivated child is willing to work to earn rewards or privileges that they might not have cared for if they were offered to them for nothing. The concept of "earning" from earning tokens or privileges, to earning extra work, is one which may be capitalized to the fullest. In one program, students were required to earn back their desks and chairs, which they had lost as a consequence of inappropriate behaviors. Earning something goes far in raising self esteem, increasing feelings of self-worth, and self-confidence, which are characteristics that commonly lacking in the atypical child.

This is a simple idea which can easily be transferred to reality as a classroom management tool. As a prerequisite, the class must be absolutely clear about which behaviors are appropriate, and which are not. This must be spelled out for the children initially, and continually reinforced by the teacher's comments in reaction to verbal and physical behaviors. The students must know precisely which behaviors earn which rewards, as well as which consequences follow which negative behaviors.

Finding Appropriate Reinforcers

The word reinforcer does not have to be synonymous with M&M's. David Premack, a behavioral researcher, made an observation which he reported in 1959 that has come to be known as "The Premack Principle". This principle states that high probability behavior (what the person does often) can be used to reinforce low probability behavior(what the person does infrequently). This is a very usable theory. For example, if the problem is that Tom wanders to the window and daydreams when he should be doing seatwork,the teacher can make going to the window contingent upon completed work. Daydreaming while staring out the window would be an appropriate reinforcer for Tom. The teacher has sanctioned what he likes to do, with the stipulation that his work be done. With this principle in mind, the teacher can make little discoveries that will help her find the most effective reinforcer in each case. If a child loves reading group, make attendance at reading group dependent on the successful completion of the task you want to increase. (For a list of common reinforcers, see Appendix L).

PERSONAL STRENGTHS AND WEAKNESSES

Hand in hand with earning, is the concept of personal strengths and weaknesses. Individual differences may be indirect causes of special problems, but can also be used as a prescription for dealing with them. Children can identify their own strengths and weaknesses with uncanny accuracy when compared to test results or filed comments of past teachers. Questions such as "What are you best at," "What are you worst at?" "What is your favorite subject," "What do you hate the most," and "Why?" can provide needed information about individual abilities and weaknesses.

Student's can also tell you their preferred modality, in answering such questions as, "If I gave you a list of words to memorize, would you rather see them, hear them, say them, write them, or any combination?" Or, if there were a new concept being introduced which was hard, would the student rather see, hear, read a book, etc., in order to understand the new idea? Time after time the child will tell you the information you are looking for without having to wait for testing results. You would then be ready to shape the students program around your insights into his learning style.

It is vital that children learn not only to understand and acknowledge individual differences in themselves and others, but also to appreciate these differences. This is as important in the regular classroom as it is in the self-contained special education classroom. In such an atmosphere of acceptance, the teacher does not encounter problems such as, "I did ten examples, how come he only has to do five?" The children will come to know that everyone is expected to work as hard as he can to accomplish his individual goals. All the students are aware that everyone has individual strengths is better than another and that no set of weaknesses is worse than another.

In this atmosphere, it is possible to broaden the child's range of acceptance, thereby preventing problems based on "better than thou" arguments among classmates. The teacher is free to hold class discussions in a comfortable and informal manner, to talk about specific behaviors (academic or physical) that individual students need to work on in order to achieve their desired results.

TEACH STUDENTS TO IGNORE INAPPROPRIATE BEHAVIOR

Once students truly recognize the difference between appropriate and inappropriate behavior, they can be guided into helping the teacher with planned ignoring. It is advisable to institute the policy that ignoring inappropriate behavior can earn students the highest reward whether it be the most points, best privilege, or whatever is held in highest regard by the children. Learning to ignore inappropriate behavior is difficult for adults, and for children it is even more difficult. However, if it is worth their while to ignore the taunts, threats or other inappropriate behaviors of their classmates, the teacher's job will be made infinitely easier.

AN EXAMPLE OF A CLASSROOM MANAGEMENT STRATEGY USED BY THE AUTHORS

Money has been found to be an effective motivator and reinforcer in the classroom. The money the authors have used is in the form of small squares of oak tag on which has been stamped pictures of coins. Play-dollar-bills are used as well. The money can be spent as real money within the classroom.

Posted in the room and visible to all, is the following:

1. *Behaviors which earn money and how much each earns.*
2. *Behaviors which are punishable by fines, and how much each cost.*
3. *Prices of various privileges.*
4. *Things the children can buy with the money(when the sale items are sufficiently attractive, the system is quite effective.)*

During lessons, the teacher may offer a quarter for a correct answer, or fine a child a quarter for not attending to the teacher. To be consistent with attending to positives, it is more beneficial to hand a quarter to a well behaved student while identifying specifically what it is that is than to fine a poorly behaved child.

Money can be used for anything from a reward for a 100% paper or for completed work, to a gesture of appreciation on the teacher's part for good sportsmanship or honesty. Those who return found money, for example, are usually thanked for being honest and allowed to keep at least some of the amount in reward for their honesty. (See Appendix M for an example of price lists.) (See Appendix N for instructions on making a bank from oak tag.)

PERSEVERENCE

No contingency management system in which one earns "x" by doing "y", no behavior modification plan, no contract, no group meeting, or other attempts to change behavior works overnight. Perseverence is essential. Most children learn the new ropes in two to four months, some shorter and some longer. Consistency does work with children and it is the responsibility and

obligation of the teacher to follow through on management strategies as long as realistically possible before considering the plan a failure. (For an example of a discipline procedure, see Appendix O.)

VIII. Charting And Contracting

Charting

Charting is a technique where observable behaviors are recorded. In the regular classroom this can be done by the teacher, or, depending on the circumstances, by an aide, volunteer or the school nurse.

Charting behavior is helpful to the classroom teacher, because it can help determine what are the problem behaviors, when they occur (whether it is during a certain subject area or time period of the day), and where they occur (whether at recess, in gym, in line etc.)

In order to change behaviors, the teacher needs to pinpoint the specific problem behavior. Instead of stating a problem as, "He is just disruptive all the time," try to think what things he does to make him disruptive. This may involve hitting others, breaking their things, saying cruel things or talking back. These are specific behaviors that can be observed and recorded.

When pinpointing the first problem behavior, select one that occurs five or more times a day. (Talking out, out of seat, teasing, swearing etc) The charting should be done at various times throughout the day for at least three to four days to establish a baseline. This will give the number of times the behavior occurs in a given period. By doing the charting at different times and in different settings, a more complete picture is obtained. There may be ups and downs during the baseline period. If the student has two or three good days, the baseline should be extended. Wait for the behavior to appear again so that an accurate baseline figure can be obtained.

Once the baseline has been established, initiate the procedure that you have developed to modify that particular behavior.

An example of this would be a teacher who wants to decrease a student's tendency to blurt out the answer. During the baseline period the student, *Tom, blurted out comments or answers between 25-30 times a day. The teacher decided to modify the behavior by ignoring any comments blurted out, by praising hand raising, and talking only when called upon.*

The teacher posted a list of these three rules in the front of the classroom, which were read and discussed by the class.

1. *Raise your hand if you wish to talk.*
2. *Wait to be called upon.*
3. *Listen while others talk.*

The teacher called on Tom each time he raised his hand and as soon as possible after he raised it. She gradually lengthened the intervals between the time his hand was raised and the time when she called on him. She made sure to praise those who followed the rules, especially at those times when Tom was blurting out. Tom's blurting out behavior was between 2-7 times a day while these strategies were used.

There are various means by which a teacher can graph or record data. If the child has a behavior that occurs only a few times a day, the teacher may be able to graph it herself by noting it in a log. If it occurs many times within an hour, you probably would need someone else to do the recording.

There are some behaviors that are either very difficult to count or simply cannot be counted, such as attention or on task behaviors. One of the best charting methods for this type of behavior is for the observer to have a clipboard with a watch that has a second hand, and a recording sheet similar to that shown in Appendix P. For each 10 second interval, the observer records "T" for on-task or "__" for off task. This approach is advisable when the teacher is trying to record more than three different behaviors. Another useful observational technique is to record the teacher's responses to the child as was done in the ten second interval charting. This particular chart uses teacher praise and criticism. A teacher may also want to include her proximity to the child. Another example of charting is shown in Appendix Q.

Charting is a very effective technique. Obviously the intervention program the teacher uses may not be successful the first day, or the first week. In some cases it may not be successful at all. This will be easily seen by the use of the charting. The chart itself may give information that can be used in formulating a new intervention technique. It will also document the procedures and techniques that have been used and their effects on the child.

Contracting

A contract is an agreement between teacher and student that the child will finish a specific task or change a certain behavior.

Once having determined the biggest behavior problem and having established the baseline, the teacher may wish to further the intervention strategies by use of the contract. Contracts are used to specify:

1. a task to be completed
2. a time limit for completing the task
3. how others are involved
4. the reward for completing the task
5. the individual responsible for recognizing the completion of the task.

A contract approach is very useful in helping the child develop short-range goals. Combining rewards and contracts is highly effective.

The suggested basic rules for writing a contract are:

1. the contract payoff should be given immediately after the performance occurrs.
2. frequent rewards should be used in small amounts.
3. contracts must be fair to both parties
4. contracts must be stated positively and in terms of

accomplishments rather than obedience (See Appendix R for a contract example) Appendix S is an example of a contract which could be used to manage disruptive behavior in the classroom.)

In order for a child to make maximum progress in learning and behavior, he needs immediate feedback regarding the results of his efforts in relation to upholding the contract. The teacher and child can discuss this progress on a one-to-one basis, or the teacher can complete a daily assessment sheet. (See Appendix T for a checksheet example.) The checksheet can be used with individual students or with the entire class. Checksheets are a means of giving students the immediate feedback that is needed on this behavior, and/or academic tasks. It also reinforces the idea that each student is responsible for their own behavior and work will be held accountable. Checksheets also provide a way to keep track of a student's behavior over a period of time. This enables the teacher to find patterns that may develop, or to chart times and events that may be especially difficult for some students. For example, some children have a difficult time in school on Mondays/Fridays, before birthdays/holidays, or by anticipated events.

Checksheets are also an effective means to keep parents informed on the child's progress. If the checksheet is sent home each evening with the child for parental signature, one can be assurred that the parent has seen it.

Contracts can also be developed with parents so that they have an input into the child's day. (See Appendix U for an example of A Parent/Teacher/Child Contract.) In this sample contract, the parents provide consequences for behaviors that occurred in school. Using this approach the child's world becomes becomes more predictable in terms of providing pay-offs. It also provides for mild and fair punishment of problem behaviors. The child is aware of the results each day and realizes that it is his responsibility to earn the points. This of, course, is only effective if the parents are agreeable and consistent.

IX. Parent Involvement

The participation of parents in a teacher's effort to secure a behavioral change is highly important. Parents and teachers can often work at cross purposes without realizing it. An example of this would be a teacher who trys to modify the mathematics curriculum in an attempt to make it more interesting so that the student will be motivated to learn, while parents are forcing the student to complete endless hours of tedious drills in order to make him a better student. In this case, the teacher and the parents are working inconsistently with the behavior. Appendix V suggests guidelines for developing a home and school program. One researcher has compiled a list of assumptions regarding the families of exceptional children. This list is provided in Appendix W.

It is worthwhile to send notes home to parents which stress positive growth. Too often notes are sent home only when a child is experiencing difficulties. If the child is engaging in appropriate behavior which the teacher would like to see strengthened, it is wise to take advantage of the opportunity by sending a note home. Parents can then add further praise and encouragement for this appropriate behavior. These notes will help not only to improve behavior, but also help the child feel better about himself.

X. Classroom Behavioral Techniques

There are several behavior techniques that can be used very effectively. Among the most effective are "cueing" and "prompting." These are verbal instructions or signals, or words written on the blackboard that can be used to obtain the correct response. (See Appendix X for sample behavior management techniques.)

It is often necessary for a teacher to help a child build a new behavior. This occurrs when the behavioral response the teacher desires is not in the students repetoire, or when the teacher has no way to prompt the behavior response. The approach to use is "shaping." Shaping, reinforcement and extinction are used collectively to build the new behavior. The two essential aspects of shaping are:

a) Differential reinforcement- the responses that meet the criterion are reinforced, while those that do not meet the criterion are extinguished, or are not reinforced.

b) Shifting criterion for reinforcement-the response criterion to be reinforced is gradually changed in the direction of the desired behavior or target.

(An example of shaping can be seen in Appendix Y.) (Additional examples of behaviors techniques that can be used as incentives are shown in Appendix Z.)

In order to meet with success in modifying a child's behavior pattern, it is essential that these five factors are consistently utilized:

1. *Teachers must work as a team in identifying particular behaviors they wish to extinguish. Priorities must be established.*
2. *The student involved must know and understand the goals of the behavioral program.*
3. *Positive reinforcement must be seen quickly by the student.*
4. *Parents need to be involved .*
5. *The organizational structure of each student behavior modification program must be understood and - . by all parties.*

XI Conclusions

The following thirteen general insight provide the teacher with a quick reference for managing behaviors.

General Insights

1. "No one becomes angry unless his prevailing mood is discontent, self-dislike, and irritation." (Callwood '64)
2. Punishment is likely to increase agressiveness.
3. Consistent application of clearly defined rules reduces impulsivity.
4. Acceptance, empathy, and positive regard fosters positive interaction.
5. Negative interaction is better than no interaction, and is reinforcing.
6. Misbehaving children are discouraged children.
7. Withdraw from power struggles.
8. Mistakes can be regarded as aids to learning. Mistakes are not failures.
9. Controlling, dominating, over protecting and pitying all violate respect for the child.
10. When there is a conflict, limit your talking to perception of feelings and answering questions. As much as possible, restrict talking to friendly conversation in a calm atmosphere.
11. When a student is misbehaving, do what she or he does not expect, that is, consider doing exactly the opposite from what you would typically do.
12. Students can be taught to use alternative behaviors in order to avoid emotional confrontation.
13. It is useful to assess who owns the problem. Ask yourself, "Whose purposes or desires are not being met?

Seven "positive-negative" are listed below for teacher reference on classroom managements:

1. Don't promise more than you can really do.
2. Don't meet hostility with hostility.
3. Don't force confessions.

4. Don't use scare tactics.

5. Don't embarrass students in front of peers or adults.

6. Don't bluff; mean what you say.

7. Don't blame yourself for failure afer you have tried your best.

PART II

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Additional Resources

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CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Pupil Personnel and Special Educational Services
Hartford, Connecticut

BEHAVIORAL PATTERNS

__Hyperactivity__ - A child shows greater motor activity than is evident in other children of his or her peer group. These movements may be either well or poorly coordinated, well directed, or seemingly unplanned, but the accent is on motion.

A child showing hyperactive behavior is constantly on the move. This may express itself in a child's inability to stay in his place or stand in line as other do. Even at T.V., movies, or at lunch when the child seems absorbed, he still wiggles or fidgets. He may run instead of walk, finger everything he passes, or tap constantly with any available object. Often such movements appear involuntary, the child may be sincerely promising to be still while he is already again in motion.

__Distractibility__- A child shows a shorter attention span than other children of his or her peer group.

A child showing distractible behavior is often considered to have poor powers of concentration as he has little capacity to sustain an effort. This child seems to be at the mercy of every sound or sight as his interest changes from object to object in the environment. Thus, such distractions as a shadow, a sound outside the window, a trinket shining in the sun, a person coughing, and similar distractions all take the child's attention from the task at hand. While he may be willing and able to return to the task each time he is reminded, his attention again is lost as soon as another distraction occurs. Thus, work may be fairly well begun but is rarely finished.

__Impulsivity__- A child shows less ability to plan before acting or to tolerate delay in the gratification of his needs and demands than other children of his or her peer groups.

A child showing impulsive behavior would often answer questions before thinking and make quick, heedless decisions. He acts on the spur of the moment without reflection and at times seems genuinely surprised to see what he has just done. Likewise, he wants what he wants when he wants it. This type child cannot accept delay but acts to get his needs satisfied without thought of consequence. His impulsive behavior may appear to be antisocial; thus his actions may seem aggressive, cruel, or destructive, but in these cases the motive is quick self-gratification rather than a desire to hurt others.

__Unpredictability__- A child shows a greater variation in the emotional or intellectual spheres than children of comparable age.

A child showing unpredictable behavior would be apt to have sudden mood swings. This child is one who is easily provoked to tears or laughter often for slight reasons. His emotional reactions may be appropriate but excessive and are difficult to predict. One minute he may be very affectionate, while the next he may be cruel to the same person. This is the child who has good days and bad days for no apparent reason. The unpredictable child has difficulty remembering what he learns from one day to the next; performance then may fluctuate considerably.

Explosiveness- A child, when frustrated, shows stronger reactive behavior than those of comparable age.

The child showing explosive behavior may have a rage reaction to a slight provocation. Over an insignificant incident he may become angry, lose control, and be heard to say "Ill kill you" as he attempts to do so. Also, when confronted with a task beyond his ability he may show a strong reaction of rage, despair, anxiety, or depression. He may burst into explosive crying, strike out aimlessly or with intent to hurt. Paradoxically, these periods may occur when the child has exerted tremendous effort to complete a task and has just succeeded. At such times he may burst into helpless, uncontrolled sobbing, seemingly exhausted by the effort. At other times he may cry when frustrated and appear disappointed with himself rather than angry with others.

Lethargy- A child appears more listless, inert, or slower moving than others children of his peer group.

A child showing lethargic behavior appears apathetic or dull. He is slow in cooperating with all routines. While something is being explained, this child may appear disinterested. His speech may be slow. This child seems unable to sustain attention and seldom seem spontaneous. He is not the type child who daydreams and then at the end of the time quickly finishes the assigned task. The lethargic child has often been described as "lazy" in that he seems to avoid any physical exertion.

Dependency- The tendency of the child to seek help, recognition, physical contact, attention, or nearness to others.

Impulse Control- (a) An ability to delay immediate satisfaction for long-range goals, and (b) a capacity to restrain action on the formulation of a plan.

Emotional Disturbance- We mean such evidences of pathology as acting-out behavior, distorted thinking, disturbed feelings and/or difficulty in establishing and maintaining mutually-satisfying interpersonnel relations.

Descriptions used in Kerhonkson, New York study of learning disabled children.

BEHAVIOR PROBLEMS

Behavior	Description	Management Techniques
Disorganization	The child appears unable to carry out a task or to pay attention [illegible] the material at hand in an orderly fashion. His responses appear to be random and meaningless. This behavior is frequently accompanied by personal untidiness, meaningless arrangement of materials in the child's desk, and lack of even rudimentary planning in either selfdirected activities or teacher-directed activities.	Highly structured routines and specific instructions are needed. The child should receive individual attention (increased), decreased peripheral stimulation, explicit directions for each step of the learning process, short tasks each with a clear end in sight, and a reward for each correct response.
Distractibility	The child's attention cannot remain focused. He appears to be at the mercy of every passing stimulus, even ones that would go unnoticed as usual background phenomena by normal children such as the rustling of the blinds or the sight of the teachers wrist watch.	Brightly colored instructional material, having a clear specific purpose, may be used to engage the child's attention. He should be assigned a single task of short duration, initially, and the material must be put away immediately after use.
Perseveration	The child is unable to shift attention to change behaviors--that is no longer appropriate. In some ways this appears as the opposite of distractibility, but it is not really, since the child is not truly concentrating his attention he is responding automatically with a previously successful response, despite its irrelevance. "The needle gets stuck in the groove."	Physical separation of each individual image (word, picture or figure) by line or cardboard strip or by use of cardboard cut-out devices, help define each image for the child. Different colors can heighten the child's awareness of the need for different responses. A change of material presenting the same.

BEHAVIORAL PROBLEMS

Behavior	Description	Management Techniques
		for storing material not in use are essential for controlling this kind of behavior.
Hyperactivity	A child, particularly a young child, is observed to dash a about madly, picking up one object after another, tossing it aside for the next one, sometimes talking incessantly, asking myriad questions and not waiting for answers. The child appears to be unable to focus his attention on anything for more than a second or two.	Screening a child off from the rest of the room is sometimes effective in helping him to control his hyperactivity, and is also helpful in controlling distractibility. Screening, however, should never be associated with punishment. It should be presented, rather, as a "private office" in which the child will not be bothered by other children. The child should always be assigned a particular task to do when he is in his office-he should not daydream or remain idle. The assigned task should be well within the child's capabilities, and they appear to be most effective when they require a motor response, for example sorting shapes, tracing lines, or arranging pegs in a peg board. The hyperactivity is thus narrowed down and channeled.
Catastrophic Reaction	The child is exhibits an overflow of response, or a sudden collapse of controls for no apparent reason, and to a degree seemingly unwarranted by the stimulus. His confusion about the world is such that anything out of the ordinary can appear threatening, even terrifying, for such a child, a dropped crayon can be paralyzing or can cause him to burst into tears.	The strongly structured routines multi-sensory approaches to learning or focus toward a designated uni-sensory approach (such as the use of earphones), concrete materials, and meaningful situations. He needs to be reassured frequently that everyone makes mistakes, and that mistakes can be corrected. When he does lose control, it is helpful to let him go to his "office" with a book or some other non-threatening activity that can help him to organize himself. A calm demeanor on the part of the teacher, and a friendly pat on the shoulder

Behavior	***Description***	***Management Techniques***
Castastrophic Reaction		*can help him see the episode in proper perspective.*
Concrete Behavior	*The child is unable to generalize or is unaware of different aspects of an object, word, or an idea. For example, if told to punch a hole in a paper, he might make the hole with the hole punch, then carefully double up his fist and punch it. This phenomenon, quite natural to very young children sometimes persists for a long time in children with learning disabilities. Another example of concrete behavior is evidenced by the child who cannot grasp the fact that the color pink could be considered as a variation of red. To him, pink is an entirely different color.*	*The strongest sensory channel should be used to support the weaker ones. Which channel is strongest can best be determined by careful observation on the part of the teacher. Games of categorization and grouping, such as card gemes at first and later more difficult games can help the child appreciate classification principles so that every phenomen does not appear as separate and distinct to him. Natural language and natural situations can be exploited in this area with much success-actual*

Clinical Classifications of Emotionally Handicapped Children

Labeling emotionally handicapped children with clinical classifications is not considered therapeutically corect in some institutions. It is felt here, however, that identification of the teacher in order to select realistic goals and to choose those learning situations that each child will be able to handle successfully.

Clinical classifications of emotionally handicapped children will be presented here under four major categories: psychoneurotic, disorders, personality disorders, physically involved, and psychoses. Under each of these will be listed specific emotional problems, each with its own peculiar behavior disorders.

Psychoneurotic Disorders

The child suffering from these disorders is caught up in the grip of reality and is a victim of his inner conflicts. *These conflicts interfere with his ability to function in his life and in his classroom.*

A) Anxiety reactions, characterized by tenseness, fearfulness, and apprehension, may occur at any time or any place. These reactions may be chronic or acute.

B) Chronic anxiety reaction is a constant state of anxiousness which may last for extended periods of time. Physical symptoms, include gastrointestinal complaints, fatigue, headaches, and complaints of a tightness in the neck, shoulders, and back. The child may begin to avoid people, activities and situations that increase these tensions.

C) Acute anxiety reactions may occur when a sudden wave of apprehensiveness overcomes a child. Physically, he may feel dizzy, seem to lose his breath, or become nauseous and vomit. He is overwhelmed by a sense of impending danger.

Although both of these anxiety reactions may occur at any age, they are generally more frequent during the prepubertal and pubertal periods of development. (between ten and fifteen years of age.)

D) Phobic reactions or phobias are morbid fears of some relatively harmless objects, ideas or situations. Phobias are used as defenses against anxiety. The child succeeds in avoiding it by withdrawing. Phobias are the most common psychoneurotic disorder in childhood.

1) School phobia is usually the result of a symbolic relationship between the parent and the child. A school phobia is actually a fear of leaving the home rather than a dread of going to school. This fear may, however, become attached to the teacher, the other children, or any aspect of the school. School phobia most often occurs in the first four or five grades. When it has its inception in the pubertal or adolescent child, he usually has marked personality difficulties.

E) Obsessive and compulsive reactions are the expressions of anxieties through the repetition of persistent thoughts and/or acts. Most frequently both of these reactions occur in the same person; however,he may experience either one.

1) An obsession is a constant anxious idea from which the person is unable to free himself. Obsessive ideas common to children and adolescents arefears of diseases, death, and parental abandonment. Often obsessional thinking is characterized by much doubting and uncertainty so that the simplest acts must be checked and rechecked.

2) Compulsive reactions are irrepressible tendencies to perform repetitive (and usually purposeless) physical acts to relieve tension. Both reactions most often create guilt within the person if they become severe. These reactions, rarely severe during childhood, become more common and more severe as the child reaches puberty and adolescence.

F) Hysteria, originally divided into two major disorders, conversion reactions and dissociative reactions, is used synonomously with the former today.

1) Conversion reactions are manifested in sensory motor dysfunctions such as paralyses, tremors and varieties of anaesthesia. These symptoms can only occur in those parts of the body which can be controlled consciously. The person's ideas about his body and its actions determine the location and the nature of the hysterical symptom. The onset of the hysterical symptom is often related to an upsetting event in the person's life. These disorders are more frequently found during adolescence and rare in the first twelve years.

2) Dissociative reactions disorgnize the personality by such dramatic manifestations as anmesia, *fugues, and multiple personality.* Although rare in childhood and adolescence, they usually result in emotional turmoil. The child or adolescent flees from painful interpersonal stresses into denial of conscious awareness of his problems.

Emotional Disturbance or Social Emotional Maladjustment

1. Connecticut State Regulations - Sections 10-76a-36 (10/80)

"Socially and emotionally maladjusted" means a child with a psychological condition, stemming from inter- or intra-personal conflict, which manifests itself in behavior which significantly impedes the child's rate of educational development. T he term emotionally maljusted shall refer to a child whose condition includes one or more of the following characteristics:

a) An inability to build or maintain satisfactory inter-personal relationships with peers and teachers;
b) Inappropriate types of behavior or fellings under normal circumstances;
c) A general pervasive mood of unhappiness or depression; or
d) A tendency to develop physical symptoms of fears associated with personal or school problems.

The term socially maladjusted shall refer to a child who continuously exhibits behaviors that do not meet minimal social standards for conduct required in the school and whose inability to adjust to such standards results in a significant disruption of educational development for the child and/or other students. The term socially maladjusted shall apply only where the cause of the child's deviant behaviors is emotional maladjustment.

2. A socially and emotionally maladjusted child is a child whose personality structure is such that he is unable to perceive himself and his world in a way appropriate for his age, nor can he cope with normal life demands. Therefore, he exhibits inappropriate behavior in a normal school setting. Behavioral descriptions not etiological factors should be used in identifying such students.

(A definition utilized by a school district within tne Hartford area)

3. "Emotional disturbance tells very little about the behavior of a particular child. Are all emotionally disturbed children withdrawn or explosive? Do all emotionally disturbed children exhibit the same symptoms? Furthermore, how does this description relate to intervention?"

"Knowing that the child who fights during reading is emotionally disturbed or behaviroally disturbed adds little to resolving his problem", (Hammill & Bartel, Teaching Children With Learning and Behavior Problems, 1975.)

4. "Emotional disturbance is used to refer to disorders of either cognition or affect." "The emotionally disturbed child is psychologically unhealthy and abnormal when compared to the extended reference group." (B. Saunders, Approaches with Emotionally Disturbed Children, 1974).

5. *"The term emotionally disturbed will be used to refer to the child who shows one or more of the following symptoms over a period of time: persistent symptoms of disorganization, irregularities of growth patterns, bizarre behavior or fixation at an early level of personality development."*

Examples of the symptoms that distinguish "disturbed children from others are: rapidly developing motor skills with no signs of beginning language, unusual language patterns; absence of the visual motivation to master new skills; the persistence of fears, sleep disturbances, head banging, etc., panic behavior at the prospect of separation, marked aggressive, destructive, hyperactive or generally disorganized behavior which the child himself cannot bring under control - and a variety of other behaviors that do not respond to ordinary guidance."

"Another difference between ordinary and disturbed children lies in the quality and duration of certain behavior, such as withdrawl into fantasy."(Omwake, "Approaches with Emotionally Disturbed Children")

6. *"For a number of years emotional disturbance has been regarded as a disease or illness with its roots in biology and neurology, and treatment was seen as a medical procedure. However, in the last several years evidence has accumulated that it is more scientifically sound and feasible to classify emotional disturbance as a behavior disorder-a disorder which consists of inadequate or inappropriate behavior that is learned and therefore can be changed through the application of learning procedures."*

"When emotional disturbance is seen as a learning problem and a problem in socialization, the school is clearly a focal point for any widespread remedial effort because the school is one of the oldest socializing systems in the child's environment." (Dupont, '69)

Checklist For Learning Referrals

Please read this questionnaire to see if there are children in your room that demonstrate many of the behaviors listed. If so, please complete the questionnaire and forward it to the Resource Room.

Child's Name ________________ **Teacher** ____________________

Grade ______________ **Age** ______________ **Date** ____________________

Yes No Not observed

LANGUAGE

___ ___ ___ 1. Usually cannot follow oral directions when given only once.
___ ___ ___ 2. Uses limited vocabulary - primarily nouns and few precise descriptive words.
___ ___ ___ 3. Uses incomplete sentences with grammatical errors.
___ ___ ___ 4. Unable to tell or retell a story in logical sequence.
___ ___ ___ 5. Unable to relate and organize isolated facts or ideas

ORIENTATION

___ ___ ___ 1. Often gets lost or confused in familiar surroundings
___ ___ ___ 2. Lacks accurate grasp of time; often dawdles and late
___ ___ ___ 3. Inconsistent hand preference
___ ___ ___ 4. Poor knowledge of body parts
___ ___ ___ 5. Confusion with directionality (left-right, above-below, front-behind)

MOTOR COODINATION

___ ___ ___ 1. Falls from loss of balance frequently
___ ___ ___ 2. Awkward and bumps into furniture
___ ___ ___ 3. Poor manual dexterity
___ ___ ___ 4. Awkward with pencils, crayons, scissors

AUDITORY COMPREHENSION

___ ___ ___ 1. Fails to understand simple word meanings
___ ___ ___ 2. Follows simple directions, but needs individual help
___ ___ ___ 3. Unable to follow and participate in class discussion
___ ___ ___ 4. Poor recall and memory
___ ___ ___ 5. Needs constant repetition

VISUAL PERCEPTIONS

___ ___ ___ 1. Frequently loses place during reading and written work
___ ___ ___ 2. Omits letters, numbers or phrases when reading
___ ___ ___ 3. Unusually frequent reversals or inversions in reading and writing.
___ ___ ___ 4. Orients written work poorly; clusters in one corner or crowds top, side or bottom of page.
___ ___ ___ 5. Writing is crooked, misaligned and poorly spaced

BEHAVIOR

___ ___ ___ 1. Highly distractible and attention frequently wanders
___ ___ ___ 2. Uninhibited, demands attention, unusually excitable
___ ___ ___ 3. Preoccupied with certain themes(violence,monsters)
___ ___ ___ 4. Nervous traits and mannerisms(nail biting, sniffing)
___ ___ ___ 5. Fails to get along with peers and is often avoided
___ ___ ___ 6. Needs much encouragement because easily frustrated and lacking in self-confidence.

OTHER COMMENTS:

Questions Often Asked When Conducting Evaluations

This guide is intended to give Learning Consultants leads to the behaviors of children that may help them to identify possible learning problems. Its use in the observation of children and their work and in consultation with teachers may help to establish the need and direction for further evaluation.

An attempt has been made to categorize the behaviors. However, this does not mean that a particular behavioris exclusive to that category.

VISUAL

Acuity -

Does he avoid close work?
Does he put his face close to his work?
Does he have difficulty reading from the blackboard?
Does he tilt his head to one side when reading?
Does he often appear to be restless, nervous, inattentive or irritable?

Discrimination-

Can he match colors?
Can he match sizes?
Can he match objects, letters and words?
Can he pick out the object that is different?
Can he tell differences among objects in terms of size, color shape?
Does he make reversals in reading?
When you inspect his spelling paper do you find that he writes 'm' for 'n', 'r' for 'h', 'h' for 'n', etc.?

Memory

Can he find his way to and from frequently used areas in the school?
Can he write his name from memory?
Does he have to look frequently at material he is copying?
Does he get letters in correct order when copying words?
Does he have difficulty learning sight vocabulary?
Does he fail to recognize a word recently learned?
Can he find his place in a book after he has looked away?

Sequencing

Can he reproduce a visual pattern of colors, shapes, objects, pictures, etc.?
Can he find the correct page number when asked?
Does he do poorly in spelling? Does he put down any combination of letters when he spells even if they do not make sense?
Can he open a dictionary to the appropriate location for a given word?
In oral reading does he make mistakes such as 'form' for 'from', stirring' for 'string'?
When he has to write an answer to an arithmetic example, does he reverse the digits even though he knows the correct answer?

EVALUATIONS

Figure Ground

When asked, can he locate his pencil from among the materials on his desk?
In a picture with perspective, can he tell what is in front? in back?
Can he stay within the lines when he colors?
Can he find hidden figures?
Can he complete a partially drawn figure?
Can he find little words in big words?
Does he skip sections on tests or in his workbooks?
Is he able to complete material on a crowded page?
Can he select a particular word from a page?

Closure

Does he have trouble doing puzzles?
If there are number-to-number drawings in his workbook, can he identify the completed picture?
If a picture is being drawn, can he decide on what it is before it's finished?
Does it take him a long time to figure out words or pictures?

Association

Does he have trouble making visual comparisons?
Can he associate a picture with a related object?
Can he classify pictures as being related to each other?
Can he understand the relationship of one picture to another when the pictures are in sequence?
Can he relate two or more concepts in mind that have been presented visually?
Does he have difficulty with analogies?

Visual-Motor Skill

Can he tie his shoes?
Can he reproduce a demonstrated motor pattern?
Can he put a peg in a hole on the first try?
Can he copy geometric figures?
Can he stay within the lines when he colors?
Can he follow an outline in cutting?
Can he catch a ball?
Is his handwriting legible for his age?

Ocular-Motor Skill

Can he follow a moving object? e.g., a ball?
Does he lose his place often when he reads?

AUDITORY

Acuity -

Are his responses to verbal and non-verbal sounds consistent or inconsistent?
Is his voice high pitched? Hoarse? Overly Loud? Very soft? Monotonous? Rapid?
Does he often fail to respond when his name is called?

EVALUATIONS

AUDITORY

Acuity -

Does he take part in spontaneous conversations with his peers?
Does he have an articulation problem?
Does he look at you intently when you speak to him?
Does he consistently seem to be inattentive?
Does he frequently fail to respond to questions?
Are his answers to questions often inappropriate?
Does he cup his hand over his ear?
Does he tilt his head to one side when listening?
Is he far more attentive when he is in a particular location in the room?
Does his behavior seem markedly different after an illness, particularly one involving a high fever?
Does he ever complain of "noise" or ringing in his ears?
Does he have dictation problems? Cannot keep up? Gaps in his work? Lots of frustration? Withdrawl?
Is he indifferent to music? Dramatics? Group discussions?
Does he easily localize the source of a sound?

Discrimination

Can he match noisemakers by sound? Two horns? Two whistles?
Is he able to distinguish between musical instruments by their sounds?
Can he rhyme words?
Does he say "f" for "v", "ah" for "ch", etc.?
Does he have trouble identifying the beginning sounds for words in phonics activities such as the "m" in "man" or "mat"?
Does he often make mistakes with words similar in sound such as "pat" for "pet"?

Figure Ground

Can he take part in a conversation in a noisy place such as the cafeteria?
Does he seem to need a very quiet background in order to stay with what is going on without being distracted?

Closure

If there are children with accents in the room, does he have trouble understanding them?
Does he mispronounce words that he has heard many times?
Can he complete a word that he has trouble reading after he is given the beginning word?
Does he have trouble blending sounds together to form words?
Does he have trouble with rote learning, nursery rhymes, counting, multiplication tables?
Is he able to correct his own reading error when he mispronounces a word?
Does he use grammatical syntax that is appropriate for his age; that is, proper causes, possessives, idioms, plurals, etc.?

EVALUATIONS

Auditory Memory

Does he often ask to have oral instructions repeated?

When instructions are given to the group, must they be repeated for him?

Is his articulation suitable to his age?

After he has raised his hand in response to your question, does he forget the answer he wanted to give?

Does he seem each day to forget what he "learned" the day before?

Sequencing

Does he know his telephone number? His address?

Can he learn the words to songs?

Can he follow a series of commands in the sequence in which they were presented?

Can he repeat in sequence the contents of a story he has heard?

Can he recite the alphabet?

Can he spell his name?

Does he know the days of the week? Months of the year?

Association

Does he quickly lose interest when listening to a story?

Does he seem to need a great-deal of time to think before answering a question?

After an oral presentation, does he seem to understand what he he has heard?

Does he have difficulty with categorizations?

Can he relate two or more concepts in mind that have been presented orally?

Does he appear to see logical relationships?

Does he know when a statement is absurd?

Does he get the point of a joke?

Can he solve a riddle?

Are proverbs, parable, etc., beyond his understanding?

Auto-Visual

Can he pick an object out of a picture after it has been named for him?

Does he remember symbols better when they have been presented to him with both auditory and visual stimuli than with either one alone?

Can he give you the sound of a letter that is presented visually?

Does he understand a sentence, paragraph, etc., better when you read it to him while he follows it visually than he does when he reads it to himself?

Is his comprehension better when he reads aloud than it is when he reads silently?

Does he get meaning from the printed word that he can demonstrate through oral responses to questions?

EVALUATIONS

Auto-Motor-Coordination

Does he become confused at following verbal directions in games, etc.?
Can he reproduce a demonstrated auditory pattern?
In his workbook, does he put the "X" on the proper object, underline the correct word, etc., when directions have been given orally?
Can he write from dictation?

MOTOR

Coordination

Does he walk rhythmically? Sluggishly?
Does he fall easily?
Can he stand on one foot?
Can he hop, run, skip, etc., without clumsiness?
Is he awkward when walking stairs?
Can he walk a balance board?
Can he jump over an obstacle of reasonable height without stumbling or falling?
In playing games are his movements smooth?
Does he have difficulty dancing?
Can he execute the precise movements necessary in marching?
Does he spill or drop things beyond normal expectations?
Can he button his clothing easily?
Can he tie his shoes?
Can he use scissors or other manual tools as well as other children of his age?
Does he hold his pencil tightly, loosely, in an unusual way?

Directional Sense

Does he know the parts of his body?
When writing on the chalkboard, can be cross his midline?
When he uses scissors, does he progress in logical order?
Does he become confused when he has to respond to directions that call for him to choose between left and right? Over and above? Forward and backward, etc.?

Spatial Sense

Is he constantly bumping into things?
Does he have to turn around to see his chair before he sits on it?
In body movements does he underreach, overreach, step too high or not high enough?
Are his body movements clumsy even though he appears to be fairly well coordinated?
In physical education periods, can he find his way through a maze, go under bars, etc.?
How well is his written work positioned on his paper?
Is his handwriting messy? Do words run into each other? Do they run off the page?
Does he reverse letters, numbers, words?

EVALUATIONS

Laterality and Dominance

When he picks up an object, what hand does he use?
In football games, with which foot does he kick?
With what hand does he write? Eat? Throw?
In which direction does he tilt his head when he writes?
Does he alternate the use of his hands?

COGNITIVE

Verbal

Receptive

Does he have a very short attention span?
Does he seem to understand when you speak very briefly but lose you when you use more than a few words?
Is he able to understand and carry through your directions for assignments?
Do his facial expressions mirror the content of a story he is listening to?
Are his verbal responses appropriate to the situation?
Does he have any interest in reading?
Can he interpret when he reads?

Expressive

Can he speak in sentences?
Can he express himself in writing?
Does he seem to use gestures excessively?
In his vocabulary very limited?

Non-Verbal

Does he know how old he will be on his next birthday?
Does he know his temporal position among his siblings?
Does he know the relationship between his schedule and time of day?
Can he tell time?
Can he monitor his own time?
Can he understand a time line?
Does he understand the relationship between an inch and a foot? A foot and a yard?
Can he handle the distance scale in map reading?
Does he have trouble understanding graphs?

Levels of Thinking

Can he classify objects that belong together?
Can he shift from one operation to another with ease?
Does he use language skillfully?
Can he hypothesize?
Can he generalize?
Can he see relationships?
Does he have a wide range of general knowledge?
Can he apply what he knows to new situations?

REPORT OPTIONS: DO IT YOUR WAY!

1. Radio broadcasts: Students may act as newsmen broadcasting descriptions of exciting events into tape recorder.

2. Panel: Panels may be formed by several students reporting on the same topic.

3. Character letter exchange: Letters may be exchanged between students playing different characters from textbooks.

4. Different endings: Could the event or story have ended differently? How?

5. News Stories: Write report in newspaper format with headlines and by-line.

6. Illustrate a sequence of events or experiments.

7. Make models of things.

8. Make a display that correllates with an era, culture, event or experiment.

9. Make a large map showing the action of a story. (Use this while describing the action.)

10. Make a poster to advertise or sell a book to the class.

11. Give a short oral report and make up a crossword puzzle about a topic.

12. Make a panel cartoon illustrating some humorous part of a story.

13. Make a reading log by preparing a three-ring notebook or book with brads that can be opened to add new "books read." Each time you complete reading a book, you briefly summarize the book and maybe draw an illustration that would tell others a little about the story and put it inside your "reading log."

14. Diaries: Students can write diaries as if they were characters in a text or they can pretend to visit a famous person and keep a log.

15. Dramatize an interesting or exciting incident from the text to or with the class.

16. Make a bulletin board display for the classroom or perhaps in the school hall.

17. Travel talk about a state or country trip using words, pictures and maps.

18. Make a mobile using pictures or characters from texts.

CHECK LIST FOR WRITTEN EXPRESSION ASSESSMENT

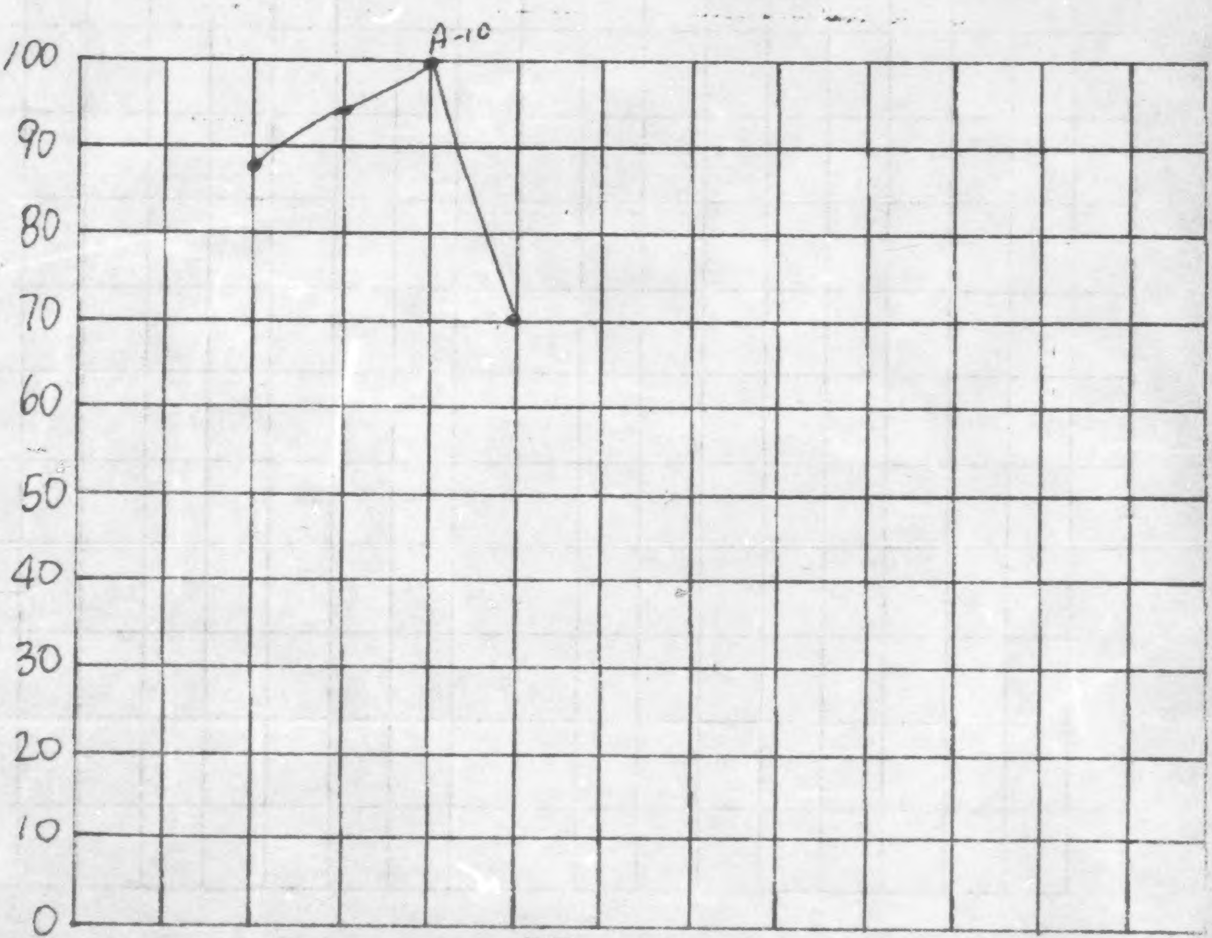
I. Use of Parts of Speech	PRE	POST
A. Nouns	A.___	A.___
B. Pronouns	B.___	B.___
C. Verbs	C.___	C.___
D. Adjectives	D.___	D.___
E. Adverbs	E.___	E.___
F. Conjunctions	F.___	F.___
G. Prepositions	G.___	G.___
H. Subject-verb agreement	H.___	H.___
II. Use of Tense		
A. Present	A.___	A.___
B. Past	B.___	B.___
C. Future	C.___	C.___
III. Capitalization		
A. Beginning of Sent.	A.___	A.___
B. Names of People	B.___	B.___
C. Days of the Week	C.___	C.___
D. Months	D.___	D.___
E. Special Days	E.___	E.___
F. Streets	F.___	F.___
G. Cities	G.___	G.___
H. States	H.___	H.___
I. Countries	I.___	I.___
J. Titles of People	J.___	J.___
K. Titles of Books	K.___	K.___
L. Special Groups	L.___	L.___

IV. Punctuation	PRE	POST
A. Periods	A.	A.
1. End of sent.	1.___	1.___
2. Abbreviations	2.___	2.___
3. Initials	3.___	3.___
B. Question Marks	B.___	B.___
C. Comma	C.___	C.___
1. Date, year	1.___	1.___
2. City, State	2.___	2.___
3. Within sent.	3.___	3.___
D. Exclamation point	D.___	D.___
E. Quotation marks	E.___	E.___
F. Apostrophe	F.___	F.___
V. Connected Writing		
A. Word order	A.___	A.___
B. Sentence order	B.___	B.___
C. Paragraph order	C.___	C.___
D. Thought order	D.___	D.___
E. Complex sentences	E.___	E.___
F. Fluency	F.___	F.___
G. Word usage	G.___	G.___

Master Sheet For Class - Sample Checklist Appendix I

1. Followed Directions														
2. Correct Margins														
3. Good Use of Space														
4. Neat Paper														
5. Min. Satisfactory Peformance														
6. Letters Made Correctly														
7. Correct Connections														
8. Correct capitalization														
9. Correct punctuation														
10. Subject-verb agree														
11. Correct Verb tense														
12. Spelling passable														
13. Correct apostrophe														
14. Complete sentences														
15. Well-written sentences														
16. Incorrect homonyms														
17. Excessive use and/then														
18. Reverses words/letters														

	9/22	9/29	10/6	10/13	10/20						
Steven	A-10 80	A-10 85	A-10 98	S-10 80	S-10 83						
Diane	A-10 90	S-10 80	S-10 98	A 78							
John	A-10 78	A-10 79	A-10 82								
Kevin	A-10 98	S-10 96	A 85	/							
Mark	A-10 86	A-10 97	S-10 80	S-10 84							



Suggested Topics for Discussion

1. Ignoring inappropriate behavior as a means of avoiding trouble on the playground.
2. A person gets him or herself in trouble, nobody else does -or- what was the best thing you could have done to avoid the trouble?
3. The days schedule of assignments or events.
4. Individual strengths and weaknesses.
5. Current events of Interest.
6. T.V. shows students are bursting to talk about.
7. Sports.
8. Classroom rules, rewards, and consequences.

MATERIAL

Food
Money

PRIVILEGES OR ACTIVITIES

Recess (extra or longer)
Group leader
Go to library
Room "manager"
Hall monitor
Listening to records
Day to chew gum in class
Displaying work to another class
Choice of seat mate (for day, week, permanent)
Ride in seat behind bus driver
Time to lie on floor, sit on desk, study outside

Crafts activities
Head of lunch line
Erase boards
Go to Principal's Office
After school activity
Tutor another pupil
See films
No homework
Go home early
Story time
Principal's helper for day

Helping custodian
Early Dismissal
Run errands
First or last in line
Play game
Field trips
Picnics
Making and viewing video tapes
Collect lunch tickets
Have lunch with teacher or principal

SOCIAL

Smiles, winks
Verbal praise
Posting picture (student of month)
Principal praise
Being voted most improved student in academic area

Eye contact
Phone call to parents
Pat on back
Positive comments written on papers

Physical contact (squeezes and touches)
Homework (good papers on bulletin board)

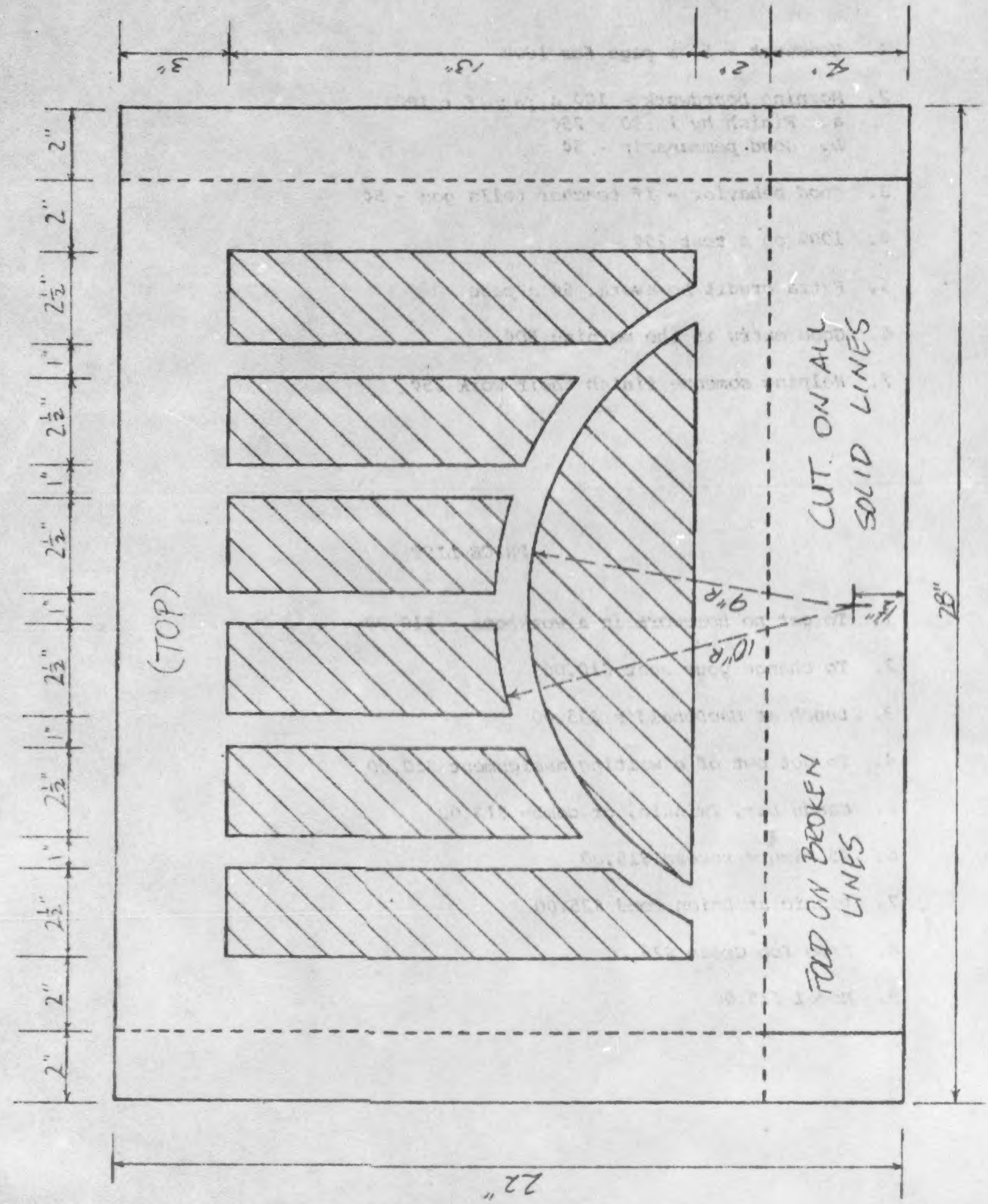
SCHEDULE OF REINFORCEMENT

1. Continuous reinforcement should be used during the acquisition of new behaviors.

2. Intermittent reinforcement is the most efficient way to maintain behaviors once they are acquired.

3. Extinction occurs more rapidly after continuous reinforcement than it does following intermittent reinforceme

HOW TO MAKE A BANK FROM A SHEET OF POSTER BOARD


3"
13"
2"
4"
2"
2"
2½"
1"
2½"
1"
2½"
1"
2½"
1"
2½"
1"
2½"
2"
2"
(TOP)
9"R
10"R
4"
CUT ON ALL SOLID LINES
FOLD ON BROKEN LINES
28"
22"

PRICE LIST

"Earning and Saving Money by..."

1. Homework - 5¢ a page for 100%
2. Morning boardwork - 10¢ a page for 100%.
    a. Finish by 11:30 - 25¢
    b. Good penmanship - 5¢
3. Good behavior - if teacher tells you - 5¢
4. 100% on a test 25¢
5. Extra credit homework. 5¢ a page
6. Good entry in the morning 50¢
7. Helping someone finish their work 25¢

PRICE LIST

1. To get no homework in a workbook - $10.00
2. To change your seat $10.00
3. Lunch at MacDonald's $35.00
4. To get out of a writing assignment $10.00
5. Candy bar, Twinkie, or comb- $13.00
6. 45 minute recess $15.00
7. Picnic at Union Pond $25.00
8. Free Ice Cream $25.00
9. Model $15.00

DISCIPLINE PROCEDURES

	PLACE	LENGTH OF TIME	REQUIREMENTS FOR RE-ENTRANCE TO CLASS	CONSEQUENCE IF REQUIREMENTS ARE NOT MET WITHIN ALLOTTED TIME	REQUIRED BEHAVIOR	COMMENTS
1st Time O.	At seat	5 min.	-none-	2nd Time out	Feet on floor Hands empty on desk	
2nd Time O.	Designated area in classroom	5 min.	-none-	3rd Time out if possible	No communication with teacher of classmates.	
3rd Time O.	Designated area outside of classroom	5 min.	1. Id. behavior 2. Plan 3. Class vote(?)	Removal		Some research indicates i is more effective to hav child re-enter with no social involvement of classmate, although peer pressure of voting "offe back in may be used effectively at the discretion of the teacher.
Removal	Designated area outside of classroom	30 min.	1. Completion of assignment 2. Id. behavior 3. Plan of action 4. Class vote(?)	In-house Suspension		
In-House Suspension	Designated area outside of classroom other than that used for removal or time out	Remainder of sch. day	Mini Conference Meeting: 1. Student 2. Teacher 3. Principal or Vice-Principal Early A.M. before school	Suspension	Appropriate conduct at meeting	At conference, student identifies his behavior and explains how he will prevent or avoid the behavior, to the satisfaction of authorities. written to parent explaining previous events and next step. STUDENT SIGNS NOTE.
Suspension	Home	1 day	Conference: 1. Student 2. Teacher 3. Principal or Vice-Principal 4. Parents	This can vary according to what school policy will allow	Appropriate conduct at meeting	At conference (as above) Also.....discussion of possible consequences at home, with parental involvement.

Appendix P

TEN SECOND INTERVAL CHARTING

hild	-	T	T	-	-	-	T	T	T	T	-	-
eacher				C					P			

T= on task
-= off task

P=Teacher praise
C=Teacher criticism

Appendix Q

DATA CHART

Name Scott Observer T Date 2/11

Specific Behaviors Pinpointed. "Swearing" for example, says G-d, says s___, says s-o-b, a say b_.

Date	Frequency	Time Interval	Minutes or hours	Rate	Comments
Mon. 2/11	~~1111~~ 1	8:30a.m.-4:00 p.m.	7½ hrs.	.8 per hr.	
Tue. 2/12	~~1111~~ ~~1111~~ 1111	8:30a.m.-10:00 p.m.	13½ hrs.	1.03 per hr.	

DATA CARD

Name Eric Dates Dec 1 to Dec 5

Behavior: Non-comply- argues when asked to do something, forgets to do it, refuses, tak to long to get it done, it is so sloppy it has to be done over.

ay	Points	Frequency	Time	Rate	Comments
lon.		~~1111~~ 11	3:30-4:30	.12 per min.	
ue.		1	3:30-4:00	.03 per min.	
led.		~~1111~~	3:30-4:20	.10 per min.	
hur.		~~1111~~ 111	3:30-4:30	.13 per min.	

XV

CONTRACT

This is an agreement between:

______________________ ______________________
(Child's Name)

and ______________________________
(Teacher's Name)

The contract begins ______________________
(Date)

and ends ______________________.
(Date)

The terms of the agreement are:

Child will ______________________________

____

____

Teacher will ______________________________

____

____

If the child fulfills his/her part of the contract, he/she will receive the agreed-on reward from the teacher. However, if the child fails to fulfill his/her part of the contract, the reward will be withheld.

____
(Child's Signature)

____
(Date)

____
(Teacher's Signature)

EXAMPLE

CONTRACT

NAME:________________________________ DATE: ____________________________

CRITERION FOR REMOVAL FROM ROOM FOR DISRUPTIVE BEHAVIOR. DISRUPTIVE BEHAVIOR FOR ____________________________ WILL BE DEFINED AS BEHAVIOR THAT DISTURBS THE ON TASK ROUTINE OF THE CLASS TO THE POINT THAT GROUP(S) CANNOT FUNCTION BECAUSE OF ________________'S BEHAVIOR.

DISRUPTIVE BEHAVIOR:

I. **SWEARING** (ABUSIVE LANGUAGE)
II. **CONTINUAL VERBALIZATION** (WITHOUT PERMISSION OF TEACHER OF AIDE)
III. **INABILITY TO CONTROL MOVEMENT** (UNNECESSARY RUNNING AROUND THE ROOM)
IV. **INABILITY TO RESTRAIN SELF FROM UNWARRANTED PHYSICAL ABUSE** (I.E. PUSHING, TRIPPING, PINCHING AND/OR KICKING)

REWARD:

IF ________________ IS ONLY REMOVED ONCE OR TWICE FOR A PERIOD OF 15 MINUTES EACH TIME, ________________ IS ALLOWED AT NIGHT FROM ________________________.

* SPACE SHOULD BE PROVIDED FOR STUDENT'S, TEACHER'S AND PARENT'S SIGNATURES

CIRCLE	TIME ( ) 1	TIME ( ) 2	TIME ( ) 3	TIME ( ) 4 SENT HOME
REASON:				
I.				
II.				
III.				
IV.				

*

APPENDIX T

CHECK SHEET

AME____________________ WEEK OF:____________________

- very good behavior/work * - 2 points
· Satisfactory behavior/work + - 1 point
unsatisfactory behavior/work o - 0 points

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRI
8:45 - 9:15					
9:15 - 9:45					
9:45 - 10:15					
10:15 - 10:45					
10:45 - 11:15					
11:15 - 11:45					
11:45 - 12:30					
12:30 - 1:15					
1:15 - 2:00					
2:00 - 2:30					
2:30 - 2:45					
2:45 - 3:00					
TIME OUTS					
COMMENTS					
TOTAL					
PARENTS SIGNATURE					

Appendix U

"DAVE'S PROGRAM" Parent/Teacher/Child Contract

	M	T	W	T	F
ETS TO SCHOOL ON TIME (2)	2				
OES NOT ROAM AROUND ROOM (1)	0				
OES WHAT THE TEACHER TELLS HIM (5)	3				
ETS ALONG WELL WITH OTHER KIDS (5)	1				
OMPLETES HIS HOMEWORK (5)	2				
ORK IS ACCURATE (5)	3				
BEHAVIOR ON THE BUS IS O.K. (2)	2				
GETS ALONG WELL WITH BROTHER AND SISTERS IN EVENING (3)	0				
TOTAL	13				

1. If Dave gets 25 points, he doesn't have to do any chores that night, and he gets to pick all the T.V. shows for the family to watch.
2. If Dave gets only 15 points, he does not get to watch T.V. that night.
3. If Dave gets only 10 points, he gets no T.V. and he also has to do the dishes.
4. If Dave gets only 5 points or less, then no T.V., washes dishes, and is grounded for the next two days.

Guidelines For The Development Of A Home And School Program

1. Both the parents and the teachers should agree on the child's major problems.

The most beneficial program is one in which the parents and teachers work together to alter a specific behavior. In some cases, however, the teacher and the parents may disagree regarding the areas that need attention. For example, the classroom teacher may consider that a student's most pressing problems are out-of-seat behavior and talking out, whereas the parents may be more concerned about failure to do homework. Even though each party may decide to work on what concerns him/her the most, they may agree on using a similar method of regarding good performance. That agreement will provide some consistency in the plan.

2. Parents and Teachers should develop a communication system.

Checksheets checked during periods of the day and then sent home with the child to the parents each night are a form of communication. The parents may want to use similar cards to report to the teachers on the child's progress at home. As a child improves, the cards can be given once a week and eventually phased out. Periodic phone calls, daily report cards, checklists, and conference meetings also can be utilized effectively in some cases.

3. The parents, teachers and child should develop the reward system to be used.

At this step, each adult involved, as well, the child, him/herself should help select the rewards that will be given for improved behavior. These could include free time, extra television time, a trip to the zoo, and/or a period of time over the weekend when the parents do something the child likes to do.

4. The rules of the program should be carefully explained to the child.

The student must understand clearly, the rules of the program what he/she must do to achieve a reward. When the rules are being explained to the child, she/he should have the opportunity to ask questions and make suggestions. Ultimately, the student must cooperate willingly if the program is to succeed.

Karnes' Assumptions

Karnes (1974) has outlined several assumptions regarding families of exceptional children that appear to have much validity for teachers and parents of children in conflict. These assumptions are summarized as follows:

1. *Families are interested in their children and would like to improve their interaction with their children.*
2. *Families can be helped to improve their interaction skills.*
3. *Parents can work in a classroom setting in which their child is a member.*
4. *Families will find time to become involved with children if their involvement is meaningful.*
5. *Family members will learn to interact appropriately when their training is to the point and when direct application is possible.*
6. *Families are easiest to involve when there is a close "match" between their goals and values and those of school personnel.*
7. *When there is a large discrepancy in the "match," a greater flexibility will be required of the program.*
8. *Families will become involved in direct proportion to their ability to participate in decision making.*
9. *Families will involve themselves most when they are getting positive feedback.*
10. *Families will involve themselves more when they receive genuine interest as individuals from professionals.*
11. *Involvement is greatest when trained personnel are working with the family.*
12. *Families will involve themselves when their involvement is individualized*
13. *Families will become more involved if they can pass their information on to others.*
14. *More positive attitudes will be developed when involvement is successful.*
15. *Families will need less staff help as they develop skills.*
16. *Families may develop the skills necessary to be helpful to other families.*

Appendix X

Techniques For The Antiseptic Manipulation Of Surface Behavior

1. Planned Ignoring. To be used when ignoring the behavior will make it easier for the child to stop, than would interference. The child, the situation, and his/her apparent goal in engaging in the behavior should all be taken into consideration.

2. Signal Interference. A nod of the head, a few subtle words, or just the child's name in order to reactivate his/her own controls before the behavior progresses past the point of no return and external interference becomes necessary.

3. Proximity and Touch Control. Physically moving closer to or touching (putting your arm around them) a child to aid him/her in maintaining control when on the verge of losing it. Not a good idea if you are the target of the child's immediate anger.

4. Involvement in Interest Relationship. Reviving the child's interest in an activity by showing some interest in it yourself(asking him questions about it, asking for a demonstration, etc.)

5. Hypodermic Affection. Supplying a small does of adult affection to a child who is acting out due to anxiety over something such as not being liked. Younger children need this type of treatment more often than older ones.

6. Tension-Decontamination Through Humor. Non-sarcastic, non-cynical humor used as a tension release to stop a problem behavior. Timing is important. This technique offers the child a chance to stop his behavior and still save face in the comedy of the moment.

7. Hurdle Help. Giving the child minimal help in solving a difficult problem or attaining a certain goal which otherwise will lead to frustration and a tantrum. Should'nt be used too often, but is necessary when poor planning or uncontrolable circumstances cause such a situation.

8. Interpretation as Interference. Helping a child to understand an immediate situation which he/she has misinterpreted or is confused about. More a method of producing immediate behavior than interpretation in a psychiatric sense.

9. Regrouping. Chancing the grouping of a child or children in order to prevent personality conflicts or short-term antagnonistic build-ups. This method is not a satisfactory long-term solution to conflicts which could otherwise be appropriately worked out by the children.

10. Restructuring. Allowing enough flexibility of schedule, activity, etc., to accomodate unforeseeable changes in mood, frustration tolerance, or other situation variable.. This should not be used to the extent that children come to expect to not have to do something if they're not in the mood. Rather, it's proper use is when situational variables are such that your planned schedule is totally inappropriate for the present situation.

Influence Techniques for the Classroom Teacher

11. Direct Appeal - This technique is just what it implies, a direct appeal to the child to stop what he/she is doing. It requires that the adult be on good terms with the child and that he/she is still under at least partial self-control.

This is only a partial list of the methods which Redl includes under managing surface behaviors. Redl's description of the remaining ones is more completely illustrated in the therapy of his "children who hate", making them less applicable to the educational scene.

Shaping Procedures

In shaping, the teacher goes through the following steps:

Steps to take	Example
1. Define the target behavior	1. I want Jimmy to do 20 addition problem in twenty minutes without coming to me.
2. Decide what behavior to build from.	2. Jimmy will now do 1 problem in two minutes with me there to help him.
3. Establish a reinforcer.	3. He will earn points on a card. For every 25 points he earns, he gets to choose one game at recess.
4. Outline the program of steps to get to the target behavior.	4. Choose a set of problems that Jimmy can do. 4-1 Jimmy is given a paper with 1 problem on it. I help him do it. 4-2 Jimmy is given a paper with 1 problem on it. "Now you do this one by yourself and I'll come check it." 4-3 A paper with two problems is given. "Do these and raise your hand when you have finished. I'll come and check them. 4-4 A paper with 5 problems is given. "Do these and raise your hand." 4-5 A paper with 10 problems is given. "Let me know when you have finished." 4-6 A paper with 15 problems is given. "let me know when you have finished." 4-7 A paper with 20 problems is given. The time Jimmy takes to complete them is recorded. 4-8 A paper with 20 problems is given., "if you finish in less than X minutes you will get a 5 point bonus." X is one minute less than the time in step 4-7. 4-9 Continue step 4-8 until papers are regularly completed in less than twenty minutes, slowly lowering the time requirement.
5. Start training with your first criterion for reinforcement.	5. Jimmy is given step 4-1 and immediately reinforced.
6. Decide when to shif to a new criterion for reinforcement.	6. Move right on to step 4-2 because step 4-1 was done easily.
7. If the criterion is not met, return briefly to an earlier step or add a new step in between and try again.	7. When Jimmy went from 5 to 10 problems he failed to finish them without help. He returned to 5 problems and then went to 8 problems.
8. Repeat steps 6 and 7 until the target behavior is achieved.	8. Jimmy learned to work 20 problems in under twenty minutes.

Appendix Z

PHONICS AND STRUCTURAL ANALYSIS CHECKLIST
by
Camille Vautour

CONSONANT SOUNDS b c d f g h j k l m n p qu r s t v w x y z

_ _

	short					long				
VOWELS	a	e	i	o	u	a	e	i	o	u
	__	__	__	__	__	__	__	__	__	__

REGULAR VOWEL TEAMS ai ay ee ea oa ou ow

__ __ __ __ __ __ __

IRREGULAR VOWEL TEAMS feud eight field key true

__ __ __ __ __

IRREGULAR TEAMS CONT. too ceiling great

__ __ __

DIPHTHONGS soil toy paw auto cow pout

__ __ __ __ __ __

VOWELS WITH 'R' art horn her sir fur sailor

SCHWA SOUND local secret imitate polite column

_ _ _ _ _

VOWEL UNIT 'OO'   moo   hook

___ ___

SPECIAL VOWELS   'a' as in all   'a' after 'w' & 'qu'   'U' as in f

______ ______ ______

SOUNDS OF 'Y'   shy   gym   penny

___ ___ ___

DIGRAPHS   th   sh   ch   wh   ph

___ ___ ___ ___ ___

INITIAL BLENDS   bl cl fl gl pl sl br cr dr fr gr pr tr

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

BLENDS CONT.   thr shr st sp sn sm sc sk sw tw dw scr

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

BLENDS CONT.   spr spl squ str

___ ___ ___ ___

FINAL BLENDS   nd nk nch nt st sp sk ft lk mp ct rt ld

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

BLENDS CONT.   rd lp rp lf rf rm rn lb rb ng pt

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Appendix Z

SOFT SOUNDS OF 'C' & 'G' before 'e' before 'i' or 'y'

______ ________

HARD SOUNDS OF 'C' & 'G' before 'a' 'o' 'u' end of syllable

___ ___ ___ ________

SILENT CONSONANTS knit gnaw wrist womb dodge high i

__ __ __ __ __ __ _

WORD ENDINGS tumble sandle scrapple turtle funny lonel

___ ___ ___ ___ _ _

SOUNDS OF 'ED' jumped batted slipped

__ __ __

PREFIXES* in un dis non il ir co con com cor mis mal

__ __ __ __ __ __ __ __ __ __ __ __

CONT.

ab re de ex en pre pro anti ad be sub trans

__ __ __ __ __ __ __ __ __ __ __ ___

CONT. circum inter per poly peri super intra intro

___ ___ __ __ __ ___ ___ ___

*For meanings see appendix

SUFFIXES** able ible tion ful er less ic ness hood ship

___ ___ ___ __ __ ___ __ ___ ___ ___

ance ence ment ward al ar ent ism ish ate

___ ___ ___ ___ __ __ __ __ __ __

ative ity ly y ation ion ive

___ __ __ _ ___ __ __

Appendix Z

DICTIONARY SKILLS order guide words pronunciation accent

PUNCTUATION period question exclamation comma quotation

SYLLABLE DIVISION RULES 1* 2* 3* 4*

1* When two consonants come between two vowels make the syllable division between the two consonants. madman - mad-man

2* When one consonant stands between two vowels the consonant may belong in the first or the second one . solid - sol-id rival - ri-val

3* When three consonants stand between two vowels, the syllabl division occurs between a blend and the other consonant. capstan - cap-stan, swiftly - swift-ly

4* When a blend stands between two vowels, it may or may not be divided. One must experiment. reflex - re-flex abrade - ab-rade

SPELLING RULES 1* 2* 3* 4* 5* 6* 7* 8* 9*

1* Double s, l, f, z in most one-syllable words after a short vowel. puff, muss

2* In words of one syllable, ending in one consonant, preceded by one vowel, double the consonant before adding a suffix that begins with a vowel. bat - batting, cup - cupfu

3* For words ending in silent 'e' drop the 'e' before adding a suffix that starts with a vowel. hope - hoping. hope - hopeful

4* For words ending in 'y' preceded by a consonant, change the 'y' to 'i' before any suffix except one beginning with 'i'. hurry - hurried - hurrying

5* The commonest way of forming plurals is to add 's' to the singular. dog - dogs, table - tables

6* Nouns ending in 's, x, z, ch, or sh' form their plurals by adding es. gas - gases, tax - taxes, torch - torches, topaz - topazes, thrush - thrushes

Appendix Z

SUFFIX MEANINGS

able - ible means fitness, worthiness e.g. readable

tion means action e.g.

ful means full of e.g. hopeful

er denotes person connected with e.g. carpenter

less means without, not having, free from e.g. friendless

ic means of or pretaining to e.g. volcanic

ness means state of, condition of e.g. kindness

hood " " " " " " " e.g. falsehood

ship " " " " " " " e.g. hardship

ance means act or fact of doing e.g. admittance

ence means action or state e.g. existence

ment means concrete result of thing e.g. entanglement

ward means direction toward e.g. homeward

al means belonging to, having the character of e.g. autumnal

ar means belonging to, pretaining to e.g. consular

ent or ant means noun or adjective of agency e.g. claimant

ism means manner of action e.g. despotism

ish means belonging to e.g. boyish

ate denotes office or function e.g. TRIBUNATE

ative tending to, relating to, of the nature of, e.g. imaginativ

ity condition or quality e.g. acidity

ly like in appearance, manner, or action, e.g. manly

y result of action, characterised by e.g. perjury, bumpy

ation act of doing, concrete result or thing, e.g. visitation, 7* Nouns ending in 'y' after a vowel form the plural by adding 's'. boy - boys. Nouns ending in 'y' after a consonant form the plural by changing the 'y' to 'i' and adding 'es'. lady - ladies

8* The singular possessive of nouns is formed by adding 's to the singular, Tom's knife. The plural possessive is formed by adding an apostrophe to a plural ending in 's', boys' clothes; and by adding 's to a plural not ending in 's', men's shirts.

9* Rule for 'ie and 'ei'

Put 'i' before 'e'
Except after 'c'
Or when sounded like 'a'
as in neighbour and weigh.

ion act or process, state or condition e.g. rebellion, subjection

ive having the nature of e.g. conclusive

PREFIX MEANINGS

in, un, dis, non, no or not e.g. inactive, unhappy, disagree nonexistance

in changed to il, ir e.g. irregular, illegal

co, con, com, cor, mean together e.g. coauthor, compress, correlate

mis, mal, wrong or bad e.g. misname, maladjusted

ab away from e.g. abduct

re back, again e.g. return

de down, away from e.g. depose, delegate

ex out from, beyond, formerly e.g. exhale, exceed, ex-president

en in, into, make or cause to be e.g. enchant, entrap

pre beforer, in advance e.g. preadult

pro for, take the place of, prior to e.g. pronoun, proslavery,

anti against e.g. antilabor

sub under., below e.g. submarine

trans trans-Canadian, across

circum around e.g. circumnavigate

inter among, between e.g. interlink

per completely e.g. perfect

poly many e.g. polyangular

peri all around e.g. perimeter

super above over e.g. supersoil

intra within, inside, e.g. intrastate

intro inward, within e.g. introvert

Appendix Z

Compensatory Techniques for Assisting Atypical Children in the Regular Classroom

Organizational Notebook- Many students, especially learning disabled students, frequently have difficulty with tasks involving organization of time and materials. Success for these students may be facilitated by teaching such skills as notebook organization. Both the teacher and student may then have a system to assure that such activities as homework assignments have been copied accurately. A homework assignment sheet is maintained in each folder for each class. Points may be awarded at first to reinforce usage and bringing the notebook to class.

Word Bank- Have student utilize a spiral notebook as a word bank or as a personal dictionary. This compensatory tool allows the student to have a ready reference to vocabulary and terms he/she frequently encounters in the classroom. Pages in the Word Bank can be set up by the alphabet or by content area.

Carbon Copy Notes- For a student having difficulty taking notes, have another student, who is able to take notes, put a piece of carbon under his. This allows the student having difficulty to compare his notes with those of his peer. This "Carbon Copy" method can also be utilized for students who have difficulty following directions, getting correct assignments or copying material from the chalkboard.

Spelling Aids- Many times "mainstreamed" students are very poor spellers. Teachers may allow students to compensate for poor spelling in a variety of ways. Use of a word bank as a reference for spelling is a very practical idea.
A spelling system developed by teachers diffused much of the frustration exhibited by students who make numerous spelling errors on papers. The teacher simply allowed the student to write (sp) above any word he/she knew was misspelled. If the student wasn't sure, he could write ? above the word. This means "I think I could be right but I'm not sure." By using this marking system the teacher was quickly able to determine which words the student needed to work on and also taught the student to monitor his/her own writing.

Use of Typewriter- For a student having difficulty writing legibly, allow the use of a typewriter for "written" assignments. The typewriter is another means of motivation and practice when students are answering questions or learning definitions of terms.

Use of Calculators- The question is not should you use a calculator in your classroom, but how should you use it. The calculator can be valuable for students as a compensatory tool. Suggested uses are:
1. Student uses to check own answers.
2. Let a team of students with one calculator check answers.
3. As a motivator, if student does 5 problems on their own, then do 5 with the calculator.

Multiplication Table- As a compensatory aid the student may be allowed [illegible] multiplication tables in his notebook.

Appendix Z

LOWERING READABILITY OF CONTENT AREA MATERIALS

There are very few content area materials available in a form that can be read
ependently by less able readers. Teachers must prepare such materials themselves
following four factors will help you greatly reduce the readability of your
douts.

r Factors affecting readability of materials:

1. Vocabulary - Long words are generally more difficult than short words. Words with complex structures or suffixes and prefixes are difficult. Words with Latin base syllables are more often abstract, and generally the more abstract a word is, the more difficult it is.

    a. To eliminate vocabulary problems:
        (1) Edit to control vocabulary load at desired readability by substituting familiar synonyms from word lists. (Be careful not to water down the material and lose interest level).

        (2) Make a slight revision or add an insertion. It may be necessary to add an extra phrase, sentence, or possibly even paragraph in order to make an abstract concept more clear.

        (3) Completely rewrite the material to make it easily read, yet still representative of the writer's intent.

2. Sentences - Sentence length and construction influence readability. Long sentences are generally more difficult to read. Complex sentences cause more reading difficulty than simple sentences.

    a. To eliminate sentence problems:
        (1) Shorten sentences found in original text.

        (2) A slight revision may eliminate any problem.

3. Paragraphs - The most common paragraph construction is that with the topic sentence at the beginning of the paragraph. Any deviation from this basic pattern could possibly cause the material to be more difficult to read.

4. Physical format - Often the physical layout of the material on the printed page can affect readability. No formula has provision to measure the effect of format on readability but it must be taken into consideration.

    a. Print size, type, and clarity

    b. Graphic aids

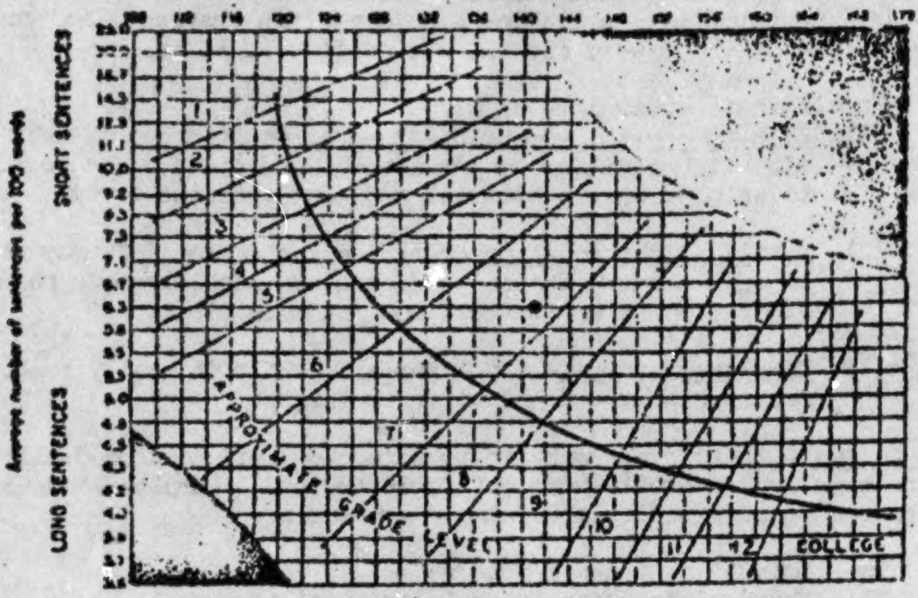
    c. Attractiveness of layout

    d. Quality of paper

What is the Reading Level of Your Textbook?

It's probably higher than you think. Anyone can compute the readability of class text in 5 minutes or less. You have to be able to (a) count to a 100, (b) nd off to the nearest tenth, (c) break words into syllables, (d) compute averages

GRAPH FOR ESTIMATING READABILITY
by Edward Fry, Rutgers University Reading Center, New Jersey
Average number of syllables per 100 words
SHORT LONG WORDS



Directions: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid.

Example:		SYLLABLES	SENTENCES
	1st Hundred Words	124	6.6
	2nd Hundred Words	141	5.5
	3rd Hundred Words	158	6.8
	AVERAGE	141	6.3

READABILITY 7th GRADE (see dot plotted on graph)

TECHNICAL SKILLS OF TEACHING Appendix Z

1. Establishing Set

This refers to getting the students set for the lesson and has four components:

a. Physical set - This refers to making certain all materials are ready in advance (e.g., filmstrip is threaded before the students arrive; a plan for passing out materials is made beforehand) the seating arrangement is conducive to the lesson objectives and everyone will be able to see, hear, and participate easily; after the students arrive, everyone is paying attention before you start (not 19 out of 20 but every student). It also refers to systemati record keeping.

b. Rapport - This means establishing or re-establishing with the students that you enjoy being with them, that you like them, and that you care about them. Examples: greeting students as they enter the instructional area, smiling at individuals, brief personal conversations with students, a wink, a nod, a pat on the back.

c. Group Process - This refers to the interactive process of the whole group and of sub-groups. Classroom rules should be clearly established and adhered to. Norms for working together should be positive. Opportunities for both cohesion and independence should be established.

d. Cognitive set - This involves stating the purpose or objective of the lesson and a brief overview of what the activities will be.

If the teacher establishes set effectively in these four ways, student involvement in the lesson will be enhanced.

2. Attending Behavior

The successful experienced teacher, through visual cues, quick notes indications of interest or boredom, comprehension or bew derment. Facial expressions, directions of the eyes, the tilt of the head, and bodily posture offer commonly recurrent cues which provide the information needed to decide when to change the "pace", vary the activity, and introduce new instructional strategies as necessary.

3. Providing Feedback

There are at least two kinds of feedback?

a. Positive feedback. This involves letting the youngster know as many things as possible that they are doing correctly. It is important to give positive feedback on the

7. Establishing Appropriate Frames of Reference

A student's understanding of the material of a lesson can be increased if it is organized and taught from several appropriate points of view. A single frame of reference provides a structure through which the student can gain an understandin of the materials. The use of several frames of reference deep and broadens the general field of understanding more completel than is possible with only one. For example, the Emancipation Proclamation becomes more meaningful to the student when it is understood from the frames of reference of the Northern white abolitionist, the Southern white, the Negro slave in the seced South, the free Negro, the European clothing manufacturer, the political leaders of England and as an example of the reserve powers of the American President, than if it is simply discussed as the document issued by Lincoln which freed the slaves.

Having the students use themselves as a frame of reference is very effective. For example, ask "What would you do in that situation?" or "How does that make you feel?" or "If you were (give name of character under discussion), what might you have done differently?"

8. The Use of Repetition

This involves highlighting, focusing, or repeating key points in a lesson. This must be done sparingly. Repeating everythin that is said has an annoying effect.

9. Asking Questions

Rather than just lecturing, much information may be obtained by asking questions which elicit the answers from students.

10. Probing Questions

This is done when the pupil has given an idea or answer and the teacher asks for more information.

11. Clarifying Questions

This involves asking a student to clarify his last answer or idea.

12. Higher Order Questions

Higher order questions are defined as questions which cannot be answered from memory or simple sensory description. They call for finding a rule or principles rather than defining one The critical requirements for a "good" higher order question is that it prompts students to use ideas rather than just remember them.

13. The Use of Silence

Many teachers are frightened by silence or pauses in classroom lesson objective ("Tommy, you are adding those numbers correctly.") and on the expected corresponding behavior ("Tommy, you remembered to raise your hand.").

b. Constructive feedback. This involves describing inappropriate behavior to the students exhibiting it but specifying what should be done. ("That running should be saved for recess." "You're interrupting. Raise your hand and want until I call on you." "I am waiting for everyone's attention.").

4. Achieving Closure

Closure is reached when the purpose of the lesson or any part of the lesson have been learned. This may be a quick summary of the ground covered; it may involve pulling the major points together; it may involve linking the present activity to past learning. Closure involves letting the students know where they are and where they've been. It provides students with a needed sense of achievement.

5. Using Reinforcement

There are at least three uses of this:

a. Positive reinforcement. This involves the use of praise and encouragement. If this occurs immediately after the desired behavior the likelihood of its recurring increases. A wink, a nod, a smile, a word of recognition or approval--these actions by the teacher strengthen the behaviors desired. The key is "catching the youngsters being good" an paying attention to them at those times.

b. No reinforcement (ignoring). This involves: ignoring a specific behavior the first time a youngster tries it. It may also involve ignoring one student when the rest are attentive. This is a tricky skill - one cannot ignore a student who is disturbing others.

c. Negative reinforcement. This involves reprimanding a stud for inappropriate behavior. This is also a tricky skill. It is essential to focus on the bad behavior and not on th student's personality.

Do say: "John, pay attention."
"Susan and Jane, stop that fighting."
"Billy, please walk in the hallways."

Don't say: "John you never pay attention."
"Susan and Jane, you're always fighting."
"Billy, you never obey the rules."

6. Control of Participation

Some means of taking turns to express ideas is needed, otherwi interrupting occurs. Usually a system of having the stude

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